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Vol. IV

JULY, 1910

No. 1

BULLETIN

OF THE

NORTHERN NORMAL

AND

INDUSTRIAL SCHOOL

A STATE EDUCATIONAL
INSTITUTION

ABERDEEN, SOUTH DAKOTA

EIGHTH YEAR

WITH ANNOUNCEMENTS FOR 1910-11

CALENDAR FOR 1910-11

1910.

September 12, Monday—Enrollment of students.

September 13, Tuesday—Ninth year begins.

November 15, Tuesday—Trade courses in carpentry and blacksmithing begin.

November 24, Thursday—Thanksgiving day.

December 23, Friday—Holiday vacation begins.

1911.

January 3, Tuesday—Work of first semester resumes.

January 20, Friday—First semester ends.

January 24, Tuesday—Second semester begins.

March 17, Friday—Work in brief trade courses ends.

April 8-16—Easter recess.

April 27, Thursday—Declamation contest for Lincoln medals.

May 12-13—Annual athletic and declamatory meet for the high schools of South Dakota.

June 4, Sunday—Annual sermon.

June 5, Monday—Recital by music and elocution students.

June 6, Tuesday—Senior class play.

June 7, Wednesday—Annual field day. President's reception.

June 8, Thursday—Ninth Annual Commencement. Alumni Reunion.

June 12, Monday—Six weeks' summer school begins.

July 22, Saturday—Summer school ends.

BULLETIN

OF THE

Northern Normal and Industrial School

Aberdeen, South Dakota

CATALOGUE NUMBER

ISSUED QUARTERLY BY THE SCHOOL

*Entered as Second Class Matter, June 27th, 1907, at the Postoffice at
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REGENTS OF EDUCATION

- A. M. ANDERSONSturgis
Term expires January 1, 1911
- * E. C. ERICSON, PresidentElk Point
Term expires January 1, 1913.
- A. J. NORBYSisseton
Term expires January 1, 1913
- A. E. HITCHCOCKMitchell
Term expires January 1, 1915
- T. W. DWIGHTSioux Falls
Term expires January 1, 1915
-

IRWIN D. ALDRICH, Secretary of the Board.....Big Stone City
GEORGE G. JOHNSON, State Treasurer, Treasurer Ex-Officio

STANDING COMMITTEE

A. E. HITCHCOCK, Regents' Chairman
A. J. NORBY

*Died, February 8, 1910.

FACULTY FOR 1909-10

(Arranged in order of appointment, with the exception of the President)

GEORGE W. NASH, B. S., M. S., President

Graduate Yankton College; graduate student University of Minnesota and University of Leipzig, Germany

Pedagogy

WILLIS E. JOHNSON, B. Ph., M. A., Vice President

Graduate State Normal School, St. Cloud, Minnesota, and Illinois Wesleyan University; graduate student University of Chicago

Geography and Social Sciences

ELIZABETH F. CLARY

Graduate Platteville, Wisconsin, State Normal School; special student University of Wisconsin and University of Chicago

Mathematics

FRED W. SMITH, B. S.

Graduate Mankato, Minnesota, State Normal School, and University of Minnesota.

Biological Sciences

LYDIA A. GRAHAM

Graduate Chicago Music College

School Music, Piano and Voice

NINA M. NASH

Graduate Madison, South Dakota, State Normal School, and Teachers' College, New York City; Student University of Chicago

Principal of the Training School

ZILLAH E. WILSON

Graduate Mankato, Minnesota, State Normal School; student University of Chicago, Harvard University, and University of California

Grammar Critic, Training School

HAROLD W. MANSFIELD

Graduate Central Michigan State Normal School; student Michigan Agricultural College, Bradley Polytechnic Institute, and University of Michigan.

Director Manual and Industrial Arts

HELEN BEARDSLEY, B. A., M. L.

Graduate University of Colorado; advanced degree, University of California; graduate student Leipzig, Germany.

German and French

IDA B. MOORE, B. A.

Graduate Indiana State Normal School and University of Michigan

Latin

MARY MEEK, B. A., M. Ph.

Graduate Indiana State University; advanced degree, University of Chicago

English

PAULINA E. RAVEN, B. S., Preceptress

Graduate Michigan Agricultural College; graduate student Columbia University

Home Economics

PAUL M. YOUNG, B. A., M. A., Director of Athletics

Graduate University of South Dakota; advanced degree, Oxford University, England

Latin and German

GUY H. McCLAIN

Graduate Manual Training Course, Purdue University

Metal Work

GENEVIEVE TAUBMAN, B. A., M. A., Librarian

Graduate Cornell, Iowa, College

Greek and English

KATHARINE J. GALLAGHER, B. A.

Graduate Vassar College

History

CHARLES D. POORE, B. A.

Graduate University of Minnesota; student University of Iowa

Physics and Chemistry.

SUSAN HEMENWAY

Graduate Iowa Teachers College; student University of Chicago

Mathematics and History

BERTHA GOODYEAR

Graduate Northern Illinois State Normal School and Teachers' College, New York City

Intermediate Critic, Training School

HELEN H. MARS

Graduate Boston Normal School of Gymnastics

Physical Training

JESSIE MABEL HALL, B. A.

Graduate Redfield College and Emerson College of Oratory, Boston

Reading and Elocution

WILLIAM A. FOSTER

Graduate Manual Training Course, Ohio State University

Woodwork

RUBY H. STACEY

Graduate Northwestern Conservatory of Music, Evanston, Illinois

Voice and Piano

LORENA A. HINDES

Graduate Edmond, Oklahoma, State Normal School and Teachers' College, New York City

Primary Critic, Training School

JOSHUA J. CASON, Orchestra Leader

Director South Dakota State Band

Wind Instruments

VERNON ALGER

Student of Skovgaard, the Eminent Violinist

Stringed Instruments

EDNA GOFFE

Graduate Northern Normal and Industrial School

Local Secretary

JOHN KEPKE

Student Assistant in Physics and Chemistry

EMPLOYES

A. H. LITTLEFIELD, Engineer

CHARLES MERKLINGER, Assistant Engineer

WILLIAM EVERARD, Janitor

JACK MACKNESS, Assistant Janitor

ALWYNE JOHNSON, Assistant Janitor

FACULTY FOR 1910-11

GEORGE W. NASH, B. S., M. S., President—Pedagogy
WILLIS E. JOHNSON, B. Ph., M. A.—Geography and Social Sciences
ELIZABETH F. CLARY—Mathematics
FRED W. SMITH, B. S.—Biological Sciences
LYDIA A. GRAHAM—School Music, Piano and Voice
ZILLAH E. WILSON—Grammar Critic
HAROLD W. MANSFIELD—Director of Manual Training
HELEN BEARDSLEY, B. A., M. L.—German and French
IDA B. MOORE, B. A.—Latin
MARY MEEK, B. A., M. Ph.—English
PAULINA E. RAVEN, B. S., Dean of Women—Home Economics
GENEVIEVE TAUBMAN, B. A., M. A., Librarian—Greek and English
KATHARINE J. GALLAGHER, B. A.—History
CHARLES D. POORE, B. A.—Physics and Chemistry
SUSAN HEMENWAY—Mathematics and History
BERTHA GOODYEAR—Intermediate Critic
HELEN H. MARS—Physical Culture
JESSIE MABEL HALL, B. A.—Reading and Elocution
RUBY H. STACEY—Voice and Piano
J. J. CASON—Director of Band and Orchestra
VERNON ALGER—Stringed Instruments
LORENA A. HINDES—Primary Critic
EDNA GOFFE, Registrar—Secretary to the President.
RAYMOND L. QUIGLEY—Director of Athletics
CHRISTIAN J. LINDEM—Woodwork
M. WILLIAM HECKMANN—Metal Work
DAGNY G. SUNNE, Ph. D.—Principal of the Training School
CATHERINE CRAIG—Assistant in English
VIOLET EASTON—Assistant in German

FACULTY COMMITTEES

Classification—Mr. Johnson, Miss Moore, Miss Gallagher
Curriculum—Mr. Smith, Miss Beardsley, Miss Hemenway
Discipline—Mr. Mansfield, Miss Sunne, Miss Raven
Rhetoricals—Miss Meek, Miss Hall, Miss Stacey
Library—Miss Taubman, Mr. Heckmann, Mrs. Wilson
Athletics—Mr. Quigley, Miss Mars, Miss Hindes
Student Help—Miss Clary, Mr. Lindem, Miss Goffe
Program—Mr. Poore, Mrs. Graham, Miss Goodyear

(The President is ex-officio a member of all committees.)

GENERAL INFORMATION

PURPOSE AND SCOPE

The Northern Normal and Industrial School was established by legislative enactment in 1901. Section 605 of the Revised Political Code indicates its scope in these terms: "The object and purpose of said school shall be to give instruction to persons of both sexes in manual training and the science and art of teaching, and also in the industrial and mechanical trades, arts and sciences, and the allied branches of learning." With this broad but well defined mission the Northern Normal and Industrial School offers to the young people of the state superior educational advantages.

The wide demand for the practical and industrial in education is based upon an inherent need in this day and generation for more skill and knowledge in all forms of labor, manual and professional. As making a life is much more than making a living, character, culture and industrial ability should grow together in symmetry. Insight into the laws of the complex mechanical world,—a portion of the common environment of modern life,—and a trained eye and hand are invaluable elements in the education and culture attainment of any young man, whatever his vocation. Familiarity with the principles of good cooking and the laws of household economics, and acquaintance with the physiology and hygiene of the body and the character and conditions of child life, are surely essential elements in the life preparation of any young woman.

While these elements in education are by no means all of its factors, to neglect them is to ignore some of the most pressing requirements in the preparation of the youth for the larger responsibilities of adult life. Realizing the need of a more adequate preparation for the inevitable everyday duties of life as well as for formal culture, South Dakota has planted

this institution at a strategic point in the northern half of the state and equipped it to give this manysided and broad preparation for complete living.

LOCATION

Aberdeen, the seat of the institution, is a rapidly growing city of over ten thousand people. It is one of the best railway centers of the northwest, being approached from nine different directions by four lines of railway. In addition to thirteen churches, representing ten denominations, a fine public library building, eight public school buildings and two excellent hospitals, Aberdeen possesses many cultured homes, and is a city of economic and industrial prosperity.

GROUNDS.

The grounds comprise twenty-four acres, the generous gift of Aberdeen citizens. A stretch of over 100,000 square feet of lawn and hundreds of thrifty young trees make the campus one of the most attractive spots in this section. To the rear of the buildings is the athletic field, including baseball and football grounds, tennis courts, and cinder track. Along the eastern portion are several acres which may be utilized for demonstrations in scientific agriculture as this course develops a more extensive scope. The artesian well, belonging to the school, supplies an abundance of soft water for the buildings and lawn.

BUILDINGS

The school buildings, four in number, are constructed of brick and stone. The central building was erected in 1901-02, and has four floors and twenty-seven rooms. The lowest floor is occupied by the Training school and also contains the toilet rooms. On the first floor above are located the Training school director's office, the music studio, the book store and several recitation rooms. The next floor contains the library and reading room, the biological laboratory, recitation rooms, and cloak rooms. The upper floor is occupied by an emergency cooking room, the chemical laboratory, a bookkeep-

ing and penmanship room, a taxidermy room, and several recitation rooms.

The Hall, built in 1903-04, is a very attractive structure of two stories and a basement, every foot of its space being utilized. The interior arrangements are almost ideal for comfort and health. Every living room has one or more outside windows and is properly ventilated. Bath rooms, lavatories, closets, and hot and cold water are found on each floor. The rooms are all of good size, and are furnished with iron bedsteads, mattresses, washstands, bowls, pitchers, study tables, dressers and chairs,—the other furnishings being supplied by the occupants. Most of the beds are single. Some of the rooms are arranged in suites of three, to be occupied by four persons, one room as a study and the other two as bedrooms. The parlors and reception rooms are airy and pleasant. Each girl does her own room work and is requested to bring two pairs of blankets or two comforts (blankets preferred), three sheets, two pairs of pillow cases, pad to cover mattress, six towels, a clothes bag, and a napkin ring. Young women to the number of sixty can be accommodated at the Hall but both young women and young men will be furnished table board. The dining room is large and provision is made for about 150 students.

Students have the care and supervision of a competent preceptress, and their hygienic conditions and personal, social and moral habits are looked after with the same assiduity as are their intellectual habits. Here a high standard of good morals and gentle manners is maintained. Girls placed in this home will be well cared for and will be surrounded by the most wholesome conditions.

This building, erected in 1905, is a two-story structure, fifty by one hundred feet, and contains wood and metal shops, tool and stock rooms, and a large room used as a gymnasium. The industrial department occupies the main or first floor. In the wood working shops students gain a practical knowledge of tools and learn the uses and strength of the various building materials. Through experience in the metal and forge shops students master the essentials of forging, welding

and turning, and gather practical information concerning the proper trade uses of iron and steel.

The gymnasium, which occupies the entire second floor of the building, has an area of about 3,500 square feet, and is well equipped with such apparatus as rings, horizontal and parallel bars, bar stalls, window ladder, bom, climbing ropes, Roman ladders, vaulting horse, wands, Indian clubs, etc. There are dressing and toilet rooms completely furnished with shower baths at each end of the building, one for each sex.

An addition to this building which nearly doubled the working space in the shops was completed in 1909. The new part contains forge shop, foundry, locker and wash room, drafting room, display room, and demonstrating room. Splendid equipment has been installed throughout.

ADMINISTRATION BUILDING The new Administration building was dedicated to its uses in 1908. Being made very largely of stone, brick, steel and cement, the structure is practically fire-proof and is one of the most modern and substantial school buildings in the state. This contains the spacious auditorium seated with 850 opera chairs, the stage of which is provided with dressing rooms and a full equipment of scenery. Across the north end of the top floor and adjoining the auditorium is a large room used by students pursuing courses in reading and public speaking. The main floor contains the administration suite, a rest room for the faculty ladies, and numerous recitation rooms. In the basement are located the kitchen and dining room, butler's pantry, sewing room, and lecture room,—a most attractive suite given over to the domestic science department. The physical laboratory and lecture room are also situated on this floor, as are the toilet rooms and wardrobes for young men and young women.

THE CENTRAL HEATING PLANT This building is equipped with three high pressure boilers and has a commodious coal pit adjoining. The plant will be thoroughly overhauled during the summer months and an independent return will be provided for each building.

TRAINING SCHOOL

The Normal Training School consists of the first eight grades as known in the public schools, and the course of study for the common schools of the state is followed. The purpose of this school is not to experiment with the children in new and untried methods or strange subjects by unskilled or uninformed teachers. Teachers of experience are in charge of the work and the teaching is done by students who have had a high school course or its equivalent, and besides have had psychology and methods of teaching and have also had daily observation of the work of this Training School under the direction and criticism of the supervisor. Any student who, after a thorough course in psychology and the theory and art of teaching and the additional test of observation in the Training School, shows a lack of the teaching spirit or a want of comprehension of, or adaptation to, child life and nature, is not assigned to any work in the Training School.

The whole aim of the school is to present subjects in such a manner and under such conditions as will best keep the children in health, stimulate all their mental powers to activity and natural growth, and incite their moral and emotional nature in a wholesome way. This school is in session from 9 to 12:00 o'clock a. m., and from 1 to 3:30 o'clock p. m. These sessions are interspersed with physical drills, music and school games. Daily work in sight singing is given under the direction of the supervisor of music, and art work—water color and drawing—is assigned to a regular place on the program. Hand work, intended to supplement other lines, is introduced in the several grades. Sand table designing, clay modeling, making of weather charts, construction of relief maps, weaving and tying, reed and raffia basketry, cardboard construction and knife work are undertaken in the first six grades. Girls have sewing and cooking, while boys have sloyd and woodwork in the seventh and eighth grades. Every grade has two periods each week in the gymnasium.

Close personal supervision and individual attention are distinctive features of the Training School. It would seem to be as nearly an ideal school for a child as one could wish.

EXPENSES

A tuition fee of \$3 and an incidental fee of \$3 for each semester, or half-year, are required of all students excepting those in the Training school, where no fees are charged. The statutes of the state provide that each State Senator may issue scholarships remitting the tuition fees of two students from his county and each Representative may issue one scholarship. Blanks for these scholarships will be furnished by the president of the school on application.

The cost of room in the hall is from \$10 to \$12 per semester for each student. Table board, furnished to both young men and young women, costs \$3.00 per week, payable weekly in advance; if paid for four weeks in advance the price is \$2.75 per week. No deductions are made for absences of less than one week. For guests at meals the prices are as follows: Breakfast, 15 cents; dinner, 20 cents; supper, 20 cents. In addition, every student who rooms in the hall pays \$2 each semester. This is known as the pledge fee and is forwarded with the application for a room. Each member of the boarding club who does not room in the hall pays a similar fee of \$1 at the opening of each semester. The proceeds of the pledge fees are used to replace broken dishes and worn out linen, as well as to repair and renew general furnishings of the hall.

The expenses per year for each young lady student rooming at the hall should not vary far from the following figures:

	Minimum.	Maximum.
Room rent, 36 weeks	\$ 20.00	\$ 24.00
Board, 36 weeks	99.00	108.00
Tuition and incidentals	16.00	20.00
Books, lectures, etc.	8.00	15.00
	<hr/>	<hr/>
	\$143.00	\$167.00

Furnished rooms for young men and young women may be rented in the city at 75 cents per week and upwards, the prevailing price being about \$1 a week per student, where two occupy a single room. Unfurnished rooms are occasionally rented at lower rates. Board in private families may be secured

at \$4 per week and upwards. The president will be glad to assist students in securing suitable places for room and board.

For private instruction in piano, voice culture, stringed instruments, and elocution, a fee of \$15 per semester is charged. Piano practice at the school, one hour daily, costs \$3.50 per semester.

The following special fees are charged to cover cost of materials used: Wood work, metal work and cookery, \$2 each per semester; teachers' manual training, shop work in trade courses, chemistry, physics and sewing, \$1 each per semester.

CONDITIONS OF ADMISSION

High School graduates who have completed approved four year courses will be admitted without examination and will be graduated after one year's satisfactory work.

High School graduates who have finished shorter courses will be admitted without examination and will be credited with work done.

Students from all reputable schools will be admitted and credited for work well done and will be classified according to their standing.

Those holding teachers' certificates or eighth grade diplomas will be admitted to the first year's work without examination. Persons of suitable age and maturity who have done irregular work of the quality of eighth grade subjects will be admitted on condition to the preparatory course.

Candidates for admission should not fail to bring diplomas, certificates or other written records of work done elsewhere. These must be in hand on arrival and be presented for record and classification.

COLLEGE AND UNIVERSITY AFFILIATION.

The State University of South Dakota and many other universities and colleges have given students of the Northern Normal and Industrial School the following rating:

1. Those completing the Advanced Normal or Academic course will be admitted as Sophomores.
2. Those completing the Post-Graduate course will be ad-

mitted as Juniors. Such students will be required to complete sixty-eight hours of work, which will be seventeen hours per semester through the Junior and Senior years, an amount not at all difficult to carry.

3. Those completing an elective course of one year in addition to four years of High School work will be admitted as Sophomores, and those completing an elective course of two years in addition to four years of High School work will be admitted as Juniors.

College and University authorities desire that students who plan to take higher courses shall elect studies with reference to College or University requirements for graduation.

HIGH SCHOOL GRADUATES

The Northern Normal and Industrial School offers to High School graduates many opportunities for advanced study. The Advanced Normal course may be completed in one year and leads to the state professional certificate; the post-graduate course requires two years and leads to the life professional certificate. Our Normal graduates are eagerly sought by leading superintendents of South Dakota and neighboring states. For particulars concerning these courses, see pages 23 and 24.

One year of Academic work leads to Sophomore standing and two years to Junior standing in the foremost universities. Many High School graduates have prepared for courses in engineering, medicine, law, domestic science, and other professions, and have received full credit for advanced work accomplished in this school. Institutions which have thus recognized our graduates are the state universities of South Dakota, Minnesota, Wisconsin, Michigan, Wyoming and Illinois, the University of Chicago, Northwestern University, Milwaukee-Downer, Wellesley College, Stout Institute, Rockford College, etc. For further information concerning the Academic courses, see page 25.

LIBRARY AND READING ROOM.

The school has a commodious and well appointed reading room, supplied with an abundance of the best current literature,

and a good library of useful books. The librarian is in charge, and is constantly ready to assist students with their reference work. No library fees are charged.

TEXT-BOOKS

Students are required to furnish their own text-books. These are secured at the Normal book store, which occupies a convenient room in the Central building. Many books may be purchased second-hand if desired.

PUBLICATIONS.

The institution publishes a quarterly bulletin, one number of which is the annual catalogue.

"The Industrial-Normal Exponent" is a paper issued monthly by the faculty and students of the school.

"The Pasque" is a richly illustrated publication put out annually by the members of the Junior class.

CHRISTIAN ASSOCIATIONS.

The Young Men's and the Young Women's Christian Associations are volunteer organizations which foster a wholesome spirit of good fellowship in the student body. These are affiliated with the respective state organizations, which are parts of the world-wide Christian movement for young men and young women. Each association holds weekly meetings, carries on the group Bible study work, and plans occasional socials for all the school.

BAND AND ORCHESTRA

Mr. J. J. Cason, director of the South Dakota State Band, will continue as leader of our band and orchestra during the coming year. These organizations will meet every week for practice, will prepare concert programs, and will furnish enjoyable music numbers for the various entertainments of the year. All students who wish to take up the work should bring their instruments with them and report for practice at the beginning of the new semester. No fees are charged.

PUBLIC SPEAKING

All students in the classes above the third year prepare two assigned parts yearly in declamation, essay writing, debate or oratory, and these are given on the rostrum.

Hon. Isaac Lincoln, formerly local secretary of the institution, has established a declamatory contest in order to encourage public speaking among the students. This contest is divided into two sections and gold and silver medals are given to young men and to young women who show superiority in the work. In 1910 the gold medals were awarded to Miss Mabel H. McKay of Orient and Mr. M. Cleveland Hayes of Drake, North Dakota, while the silver medals were won by Miss Irene Peckham of Aberdeen and Mr. Frank Sieh of James.

PHYSICAL TRAINING AND ATHLETICS

The importance of good health and sound bodily development is given due recognition in this institution and provision is made for healthful gymnastics, games, and, recreations. The generous campus affords abundant room for football and baseball grounds, tennis courts, and a third-mile track, while the large gymnasium is well equipped with apparatus for indoor training. The school maintains strong teams in football, basketball and baseball, having for several years won signal interscholastic honors in the Dakotas in basketball. In addition to a director of physical training for women, a director of athletics for men has been provided and better opportunities than ever will hereafter be afforded for this phase of school activity.

HIGH SCHOOL MEET

The faculty has established an annual athletic and declamatory meet for the High Schools of South Dakota. This is strictly a High School affair, conducted under the rules of the South Dakota High School Athletic Association, and is held yearly about the middle of May. The Normal provides medals for the successful competitors in declamation and for the winners of the various athletic events. The meet is participated

in by a goodly number of High Schools and is proving a pronounced success.

MAY MUSIC FESTIVAL

The Aberdeen Choral Society co-operates with the school in maintaining a May Music Festival. This year May 27, 28, and 29 were given over to five splendid concerts. These were held in the Normal auditorium, and were participated in by the Minneapolis Symphony Orchestra and the following solo artists of national and international reputation: David Bispham, baritone; Lucille Tewksbury, soprano; Marietta Bagby, contralto; David Duggan, tenor; Arthur Middleton, basso; Carlo Fischer, cellist; Richard Czerwonky, violinist; and Emil Oberhoffer, orchestra and chorus leader.

The series of splendid entertainments given is outlined herewith:

May 27, evening—David Bispham, the world's greatest baritone, in recital.

May 28, afternoon—Orchestra concert; soloists, Miss Tewksbury, Mr. Duggan and Mr. Fischer.

May 28, evening—Oratorio "Elijah", 100 voices, full orchestra, and soloists.

May 29, afternoon—Orchestra concert, soloists assisting.

May 29, evening—Orchestra concert; soloists, Mr. Middleton, Miss Bagby and Mr. Czerwonky.

One of the concerts was given free of cost to the students of the institution. Parents will appreciate the opportunity of placing their children in a school which offers such superior musical advantages.

SUMMER SCHOOL

The teachers' institute and summer school held in June and July of each year has become a fixed feature of the institution. Tuition, board and room for the six weeks cost only \$28. Many students and teachers are availing themselves of the opportunities thus offered to earn Normal credits and to secure thorough reviews of the common branches of study. The Brown County institute is merged into this summer school and all

teachers of the county in attendance the required length of time receive credit for institute work from the county superintendent.

FACULTY CHANGES

Not many changes will be made in the faculty for the coming year. Only four resignations have occurred and the vacant places have been satisfactory filled. Two assistants have been added to the corps.

Mr. Guy H. McClain, who has served acceptably as instructor in Manual Training for the past two years, resigns to enter the business world. His successor is Mr. M. William Heckmann, a graduate of the Oshkosh Normal School and of Stout Institute, Menomonie, Wisconsin. Mr. Heckmann has had five years' experience as a teacher of Manual Training and understands how all phases of the work should be organized and carried forward. He has taken graduate courses in Bradley Polytechnic Institute and in Armour Institute. Courses in forging, machine shop practice, molding, pattern making, and mechanical drawing will have his special attention. He comes very highly recommended and the school is fortunate in securing such an able instructor in mechanic arts.

Mr. William A. Foster, who came to the institution from Pennsylvania, will return to the east next year, and the Regents of Education have filled the vacancy thus created by the election of Mr. Christian J. Lindem, a recent graduate of the Stout Institute, Menomonie, Wisconsin. Mr. Lindem attended for a time the State University of Minnesota and later graduated from the Chicago Art Institute. He worked for two years in a cabinet making establishment, and has had successful experience as a teacher of Manual Training. He is a good practical man and will have charge of the courses in wood work, carpentry, cabinet making, and free hand drawing.

Mr. Paul M. Young, for the past two years the popular athletic director of the institution, has resigned to complete a law course, and Mr. Raymond L. Quigley of Chicago will hereafter serve as coach. The latter has had four years' training in high school athletics and a like period in college athletics. As

a student of Chicago University, he served under Coach Stagg. During the past year he has instructed in gymnastics at Adrian College, Michigan. He is skilled in all lines of indoor and outdoor sports and will come to the school prepared to give instruction in football, basketball, baseball, track athletics, and gymnasium exercises. Mr. Quigley is a man of fine moral sense and is sure to prove popular with the young men of the institution.

Miss Nina M. Nash, who for the past seven years has served most efficiently as Director of the Training School, resigns to accept a similar position in the Montana State Normal College. Miss Dagny G. Sunne, Ph. D., will succeed her. The latter secured her bachelor's and master's degrees at the Minnesota State University, studied for a year at Columbia University, and obtained her doctor's degree at the University of Chicago. Miss Sunne is strongly equipped in pedagogical lines, has had several years' experience as a teacher, and will enter upon her new duties with enthusiasm.

The English work became so heavy during the year 1909-10 that it was necessary to provide an assistant. The new place has been admirably filled by the selection of Miss Catherine Craig, a graduate of the Northern Normal and Industrial School. Miss Craig's long experience as a teacher and aptitude for English work commended her to the favorable consideration of the Regents.

Miss Violet Easton, another daughter of the institution, has been chosen as assistant in German. Two years ago she graduated from the Academic Department of the school, since which time she has spent a year in a strong educational institution of the east and another year abroad in an intensive study of the German language.

The faculty for 1910-11 will number twenty-nine, and if present indications are reliable, the institution will continue to experience steady growth and development.

COURSES OF STUDY

The institution offers five courses of study, namely, the Normal course, the Industrial course, the Academic course, and the brief Trade courses in blacksmithing and carpentry.

If taken in full, the Normal course will require six years of study, but, to the student completing the elementary division of the work as outlined, the Regents of Education will issue a common school teachers' certificate valid in any county of the state. After five years of study—two years beyond the elementary course—the student will receive the regular diploma of the school on which the superintendent of public instruction is required by law to issue a provisional certificate leading to the five year state certificate. On completion of the entire course of six years the student receives the post-graduate diploma which will eventually command a life certificate, the highest teacher's credential in the gift of the commonwealth. The issuance of state certificate and life diploma is based on eighteen months' successful teaching experience in case of the former, and on forty months' in case of the latter, such experience being secured by authority of provisional certificates issued by the state department of public instruction. Graduates of approved four year High School courses who aspire to teach are admitted to the fifth year without condition, but are required to pursue the professional subjects outlined for them in connection with the Normal course. If these High School graduates seek the life diploma, it will be necessary for them to take also the post-graduate year of the Normal course. By properly choosing electives, the student may specialize in English, Latin, Greek, German, French, Science, History or Mathematics.

The elementary Industrial course provides for alternatives in Mechanic Arts and Household Economics. In the advanced course provision is made for young men who desire responsible positions in the trades and industries or for those

who are preparing to teach the manual and industrial arts. This course offers a wide field of electives especially adapted to those students who desire preparation for technological and engineering schools.

In order that students may be equipped for superior work in our best colleges and universities, the Academic course is offered. The elementary portion of this course partially prepares for college entrance, while the advanced part fits for the Sophomore year in university or college. Students completing the post-graduate year will take Junior rank.

From year to year a growing popularity will attach to the brief Trade courses. These are constructed primarily for the benefit of farm boys who must enter school after the fall work is out of the way and return to the country before seeding time in the spring. Classes in blacksmithing and carpentry will, therefore, be organized ten weeks after the opening of school in September and will be discontinued ten weeks before the close of the regular school year. It will be seen that this provides for eight weeks of work in each semester.

Many students who enter the Normal School are deficient in the common branches and for the benefit of these students the institution offers the following year of preparatory work:

First Semester	Second Semester
Arithmetic	Arithmetic
Physiology	Political Geography
United States History	United States History
Elementary English	Elementary English
Penmanship	Penmanship
Spelling	Spelling

In the outline of courses which follows the plan of work provides for five recitations weekly, unless otherwise indicated.

THE NORMAL COURSE**Elementary—Leading to the Common School Certificate****First Year****First Semester**

English I
Greek and Roman History
Algebra
Elective from Group I

Second Semester

English I
Freehand Drawing
Algebra
Elective from Group I

Second Year

English II
Plane Geometry
Sight Singing
Elective from Group II

English II
Plane Geometry
Mediaeval and Modern History
Elective from Group II

Third Year

Psychology
Civics
Advanced Arithmetic
Art of Teaching 1
Elective from Group III

History of Education
American History
Advanced Grammar
School Management 1
Elective from Group III

Advanced—Leading to the State Certificate**Junior Year**

Physiography
Teachers' Manual Training
Methods and Child Study
Reading 2
Elective from Group IV

Scientific Agriculture
Teachers' Manual Training
Methods and School Law
Reading 2
Elective from Group IV

Senior Year

Professional Reviews—
Grammar and Physiology
Public Speaking 2
Practice Teaching
Two Electives from Group V

Professional Reviews—
Geography and Arithmetic
Public Speaking 2
Practice Teaching
Two Electives from Group V

Post-Graduate—Leading to the Life Diploma**Sixth Year**

Economics
Advanced Psychology
Theory and Practice 2
Two Electives from
Groups V and VI

Sociology
Ethics
Theory and Practice 2
Two Electives from
Groups V and VI

For Table of Electives, see page 28.

High School graduates of approved four year courses who shall present common school credits in reading, orthography, penmanship, arithmetic, grammar, physiology, geography, United States history, South Dakota history, and civics, and High School credits in physiology, drawing, sight singing, algebra, plane geometry, general history, American literature, composition and rhetoric, English classics, and physics or botany are admitted without condition to the senior class and on completion of the following branches of study will receive diplomas of graduation from the institution:

First Semester

Professional Reviews—
Grammar and Physiology
Psychology
Methods and Child Study
Practice Teaching

Second Semester

Professional Reviews—
Geography and Arithmetic
History of Education
Methods and School Law
Practice Teaching

Either physics or botany must be elected by all students who seek the state certificate or the life diploma.

Graduates who have not secured credits in all of the required subjects will be given an opportunity to remove conditions. Those who seek the life diploma will take, in addition to the foregoing, the post-graduate year of work as outlined in this course.

Spelling, physical training, and rhetorical work are required at intervals throughout the course.

For Table of Electives, see page 28.

THE ACADEMIC COURSE

Elementary—Partially Preparing for College

First Year

First Semester

Second Semester

English I
Algebra
Greek and Roman History
Latin I
or Commercial Law

English I
Algebra
Greek and Roman History
Latin I
or Commercial Geography

Second Year

English II
Plane Geography
Latin II } Or other electives
Zoology } from Group II

English II
Plane Geometry
Latin II } Or other electives
Botany } from Group II

Third Year

English III
Latin III } Or other electives
English Hist. } from Group III
Physics I }

English III
Latin III } Or other electives
American Hist. } from Group III
Physics I }

Advanced—Leading to Sophomore College Entrance

Junior Year

English IV
Latin IV } Or other electives
Chemistry I } from Group IV
Math. Geog. }

English IV
Latin IV } Or other electives
Chemistry I } from Group IV
Scientific Agr. }

Senior Year

English V } Or other electives
Latin V } from Group V
Con. History }
Trigonometry }

English V } Or other electives
Latin V } from Group V
Con. History }
Analytic Geom. }

Post-Graduate—Leading to Junior College Entrance

Sixth Year

English VI } Or other electives
Economics } from Group VI
Chemistry II }
Geology }

English VI } Or other electives
Sociology } from Group VI
Chemistry II }
Astronomy }

The above is only one of a number of schedules that may be arranged under the present plan of electives. Many would prefer modern language to ancient language and would choose elective subjects not given in the foregoing outline. In assigning work the Academic course of each student is carefully adapted to the college or university selected for advanced study.

Graduates of first class high schools may complete the advanced course outlined above in a single year, and the post-graduate course in two years.

Spelling, physical training, and rhetorical work are required at intervals throughout the course.

For Table of Electives, see page 28.

THE INDUSTRIAL COURSE

Providing alternatives in Mechanic Arts and Household Economics

Elementary

First Year

First Semester	Second Semester
{ Woodwork	{ Woodwork
{ Freehand Drawing	{ Freehand Drawing
or	or
{ Sewing	{ Sewing
{ Cookery	{ Cookery
Two electives from Group I	Two electives from Group I

Second Year

{ Metal Work	{ Metal Work
{ Mechanical Drawing I	{ Mechanical Drawing I
or	or
{ Chemistry I	{ Chemistry I
{ Dressmaking	{ Sanitation and Accounts
Two electives from Group II	Two electives from Group II

Third Year

{ Wood Turning and Pattern Making	{ Pattern Making and Foundry Practice
{ Mechanical Drawing II	{ Design
or	or
{ Advanced Cookery	{ Art Decoration
{ Emergencies and Nursing	{ Dietetics and Invalid Cookery
*Two electives from Group III	*Two electives from Group III

Advanced

I—For those who desire responsible positions in industries where both the theory and practice of the mechanic arts are required.

Junior Year

Forge Practice	Machine Shop Practice
Architectural Drawing	Architectural Drawing
Two electives from Group IV	Two electives from Group IV

Senior Year

One of—	One of—
Machine Construction	Machine Construction
Advanced Forge Practice	Advanced Forge Practice
Advanced Pattern Making and Foundry Practice	Advanced Pattern Making and Foundry Practice
Cabinet Making	Cabinet Making
Carpentry	Carpentry
Drawing to harmonize with course selected	Drawing to harmonize with course selected
Two electives from Group V	Two electives from Group V

For Table of Electives, see page 28.

*Household Economics students may elect Household Chemistry from Group V.

9:45 GENERAL ASSEM
10:15

10:15 Instruction
11:10 Making
11:10 Foundry
ce Shop I

11:10 Instruction
12:00 Making
Foundry
ce Shop E

12:00 NOON INTERMISSION

1:25 II
2:20 V

2:20
3:15 II

3:15 Lecture
4:10 Drawing

EF TRADE COL

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SECOND YEAR Semester	SECTION First
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Hour	
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8:00 8:50	try
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8:50 9:40	try
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9:40 GENERAL ASSEM
10:10

10:10 11:10	Forge I
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11:10 12:00	Forge I
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12:00	SION NC
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1:20 2:20	Wheelv
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2:20 3:10	English II tary Trade I Trade I Metho
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3:10 4:10	Lecture ng Trade I Drawi
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Northern Normal and Industrial School--Program for 1910-1911.

NORMAL COURSE				ACADEMIC COURSE				INDUSTRIAL COURSE (BOYS)				INDUSTRIAL COURSE (GIRLS)			
Elementary--Leading to Common School Certificate				Elementary--Preparing for College				Elementary--Providing Training in the Mechanic Arts				Elementary--Providing Training in Household Economics			
Hours	First Year	Second Semester		First Year	Second Semester			First Year	Second Semester			First Year	Second Semester		
8:00-8:50	Required	Elective--Choose One	Required	Required	Elective--Choose Two	Required		Required	Elective--Choose Two	Required		Required	Elective--Choose Two	Required	
8:50-9:40	Latin I, A	Normal Drawing	Latin I, A	Latin I, A	Commercial Law	Latin I, A		Woodwork	Latin I, A	Woodwork		Cookery	Latin I, A	Cookery	
9:40-10:30	English I, A	Commercial Law	English I, A	English I, A	Commercial Geography	English I, A		Woodwork	English I, A	Commercial Geography		Cookery	English I, A	Cookery	
10:30-11:20	GENERAL ASSEMBLY			GENERAL ASSEMBLY				GENERAL ASSEMBLY				GENERAL ASSEMBLY			
11:20-12:10	Algebra A		Algebra A	Algebra A		Algebra A		Algebra A		Algebra A		Algebra A		Algebra A	
12:10-13:00	English I, B		English I, B	English I, B		English I, B		English I, B		English I, B		English I, B		English I, B	
13:00-13:50	Algebra B		Algebra B	Algebra B		Algebra B		Algebra B		Algebra B		Algebra B		Algebra B	
13:50-14:40	Latin I, B		Latin I, B	Latin I, B		Latin I, B		Latin I, B		Latin I, B		Latin I, B		Latin I, B	
14:40-15:30	NOON INTERMISSION			NOON INTERMISSION				NOON INTERMISSION				NOON INTERMISSION			
15:30-16:20	Zoology		Zoology	Zoology		Zoology		Zoology		Zoology		Zoology		Zoology	
16:20-17:10	Zoology		Zoology	Zoology		Zoology		Zoology		Zoology		Zoology		Zoology	
17:10-18:00	GENERAL ASSEMBLY			GENERAL ASSEMBLY				GENERAL ASSEMBLY				GENERAL ASSEMBLY			
18:00-18:50	Latin II		Latin II	Latin II		Latin II		Latin II		Latin II		Latin II		Latin II	
18:50-19:40	Medieval and Modern Hist.		Medieval and Modern Hist.	Medieval and Modern Hist.		Medieval and Modern Hist.		Medieval and Modern Hist.		Medieval and Modern Hist.		Medieval and Modern Hist.		Medieval and Modern Hist.	
19:40-20:30	Plane Geom. A		Plane Geom. A	Plane Geom. A		Plane Geom. A		Plane Geom. A		Plane Geom. A		Plane Geom. A		Plane Geom. A	
20:30-21:20	English II, A		English II, A	English II, A		English II, A		English II, A		English II, A		English II, A		English II, A	
21:20-22:10	Plane Geom. B		Plane Geom. B	Plane Geom. B		Plane Geom. B		Plane Geom. B		Plane Geom. B		Plane Geom. B		Plane Geom. B	
22:10-23:00	English II, B		English II, B	English II, B		English II, B		English II, B		English II, B		English II, B		English II, B	
23:00-23:50	THIRD YEAR		THIRD YEAR	THIRD YEAR		THIRD YEAR		THIRD YEAR		THIRD YEAR		THIRD YEAR		THIRD YEAR	
23:50-24:40	Required	Elective--Choose One	Required	Required	Elective--Choose Three	Required		Required	Elective--Choose Three	Required		Required	Elective--Choose Two	Required	
24:40-25:30	Advanced Arithmetic		Advanced Arithmetic	Latin III		Latin III		Latin III		Latin III		Latin III		Latin III	
25:30-26:20	GENERAL ASSEMBLY			GENERAL ASSEMBLY				GENERAL ASSEMBLY				GENERAL ASSEMBLY			
26:20-27:10	French I		French I	History of Education		History of Education		French I		French I		French I		French I	
27:10-28:00	Psychology A		Psychology A	Psychology A		Psychology A		Psychology A		Psychology A		Psychology A		Psychology A	
28:00-28:50	German I		German I	German I		German I		German I		German I		German I		German I	
28:50-29:40	Art of Teaching		Art of Teaching	German II		German II		German II		German II		German II		German II	
29:40-30:30	NOON INTERMISSION			NOON INTERMISSION				NOON INTERMISSION				NOON INTERMISSION			
30:30-31:20	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
31:20-32:10	Greek I		Greek I	Greek I		Greek I		Greek I		Greek I		Greek I		Greek I	
32:10-33:00	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
33:00-33:50	GENERAL ASSEMBLY			GENERAL ASSEMBLY				GENERAL ASSEMBLY				GENERAL ASSEMBLY			
33:50-34:40	French I		French I	History of Education		History of Education		French I		French I		French I		French I	
34:40-35:30	Psychology A		Psychology A	Psychology A		Psychology A		Psychology A		Psychology A		Psychology A		Psychology A	
35:30-36:20	German I		German I	German I		German I		German I		German I		German I		German I	
36:20-37:10	Art of Teaching		Art of Teaching	German II		German II		German II		German II		German II		German II	
37:10-38:00	NOON INTERMISSION			NOON INTERMISSION				NOON INTERMISSION				NOON INTERMISSION			
38:00-38:50	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
38:50-39:40	Greek I		Greek I	Greek I		Greek I		Greek I		Greek I		Greek I		Greek I	
39:40-40:30	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
40:30-41:20	GENERAL ASSEMBLY			GENERAL ASSEMBLY				GENERAL ASSEMBLY				GENERAL ASSEMBLY			
41:20-42:10	French I		French I	History of Education		History of Education		French I		French I		French I		French I	
42:10-43:00	Psychology A		Psychology A	Psychology A		Psychology A		Psychology A		Psychology A		Psychology A		Psychology A	
43:00-43:50	German I		German I	German I		German I		German I		German I		German I		German I	
43:50-44:40	Art of Teaching		Art of Teaching	German II		German II		German II		German II		German II		German II	
44:40-45:30	NOON INTERMISSION			NOON INTERMISSION				NOON INTERMISSION				NOON INTERMISSION			
45:30-46:20	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
46:20-47:10	Greek I		Greek I	Greek I		Greek I		Greek I		Greek I		Greek I		Greek I	
47:10-48:00	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
48:00-48:50	GENERAL ASSEMBLY			GENERAL ASSEMBLY				GENERAL ASSEMBLY				GENERAL ASSEMBLY			
48:50-49:40	French I		French I	History of Education		History of Education		French I		French I		French I		French I	
49:40-50:30	Psychology A		Psychology A	Psychology A		Psychology A		Psychology A		Psychology A		Psychology A		Psychology A	
50:30-51:20	German I		German I	German I		German I		German I		German I		German I		German I	
51:20-52:10	Art of Teaching		Art of Teaching	German II		German II		German II		German II		German II		German II	
52:10-53:00	NOON INTERMISSION			NOON INTERMISSION				NOON INTERMISSION				NOON INTERMISSION			
53:00-53:50	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
53:50-54:40	Greek I		Greek I	Greek I		Greek I		Greek I		Greek I		Greek I		Greek I	
54:40-55:30	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
55:30-56:20	GENERAL ASSEMBLY			GENERAL ASSEMBLY				GENERAL ASSEMBLY				GENERAL ASSEMBLY			
56:20-57:10	French I		French I	History of Education		History of Education		French I		French I		French I		French I	
57:10-58:00	Psychology A		Psychology A	Psychology A		Psychology A		Psychology A		Psychology A		Psychology A		Psychology A	
58:00-58:50	German I		German I	German I		German I		German I		German I		German I		German I	
58:50-59:40	Art of Teaching		Art of Teaching	German II		German II		German II		German II		German II		German II	
59:40-60:30	NOON INTERMISSION			NOON INTERMISSION				NOON INTERMISSION				NOON INTERMISSION			
60:30-61:20	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
61:20-62:10	Greek I		Greek I	Greek I		Greek I		Greek I		Greek I		Greek I		Greek I	
62:10-63:00	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
63:00-63:50	GENERAL ASSEMBLY			GENERAL ASSEMBLY				GENERAL ASSEMBLY				GENERAL ASSEMBLY			
63:50-64:40	French I		French I	History of Education		History of Education		French I		French I		French I		French I	
64:40-65:30	Psychology A		Psychology A	Psychology A		Psychology A		Psychology A		Psychology A		Psychology A		Psychology A	
65:30-66:20	German I		German I	German I		German I		German I		German I		German I		German I	
66:20-67:10	Art of Teaching		Art of Teaching	German II		German II		German II		German II		German II		German II	
67:10-68:00	NOON INTERMISSION			NOON INTERMISSION				NOON INTERMISSION				NOON INTERMISSION			
68:00-68:50	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
68:50-69:40	Greek I		Greek I	Greek I		Greek I		Greek I		Greek I		Greek I		Greek I	
69:40-70:30	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
70:30-71:20	GENERAL ASSEMBLY			GENERAL ASSEMBLY				GENERAL ASSEMBLY				GENERAL ASSEMBLY			
71:20-72:10	French I		French I	History of Education		History of Education		French I		French I		French I		French I	
72:10-73:00	Psychology A		Psychology A	Psychology A		Psychology A		Psychology A		Psychology A		Psychology A		Psychology A	
73:00-73:50	German I		German I	German I		German I		German I		German I		German I		German I	
73:50-74:40	Art of Teaching		Art of Teaching	German II		German II		German II		German II		German II		German II	
74:40-75:30	NOON INTERMISSION			NOON INTERMISSION				NOON INTERMISSION				NOON INTERMISSION			
75:30-76:20	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
76:20-77:10	Greek I		Greek I	Greek I		Greek I		Greek I		Greek I		Greek I		Greek I	
77:10-78:00	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
78:00-78:50	GENERAL ASSEMBLY			GENERAL ASSEMBLY				GENERAL ASSEMBLY				GENERAL ASSEMBLY			
78:50-79:40	French I		French I	History of Education		History of Education		French I		French I		French I		French I	
79:40-80:30	Psychology A		Psychology A	Psychology A		Psychology A		Psychology A		Psychology A		Psychology A		Psychology A	
80:30-81:20	German I		German I	German I		German I		German I		German I		German I		German I	
81:20-82:10	Art of Teaching		Art of Teaching	German II		German II		German II		German II		German II		German II	
82:10-83:00	NOON INTERMISSION			NOON INTERMISSION				NOON INTERMISSION				NOON INTERMISSION			
83:00-83:50	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
83:50-84:40	Greek I		Greek I	Greek I		Greek I		Greek I		Greek I		Greek I		Greek I	
84:40-85:30	Physics I		Physics I	Physics I		Physics I		Physics I		Physics I		Physics I		Physics I	
85:30-86:20	GENERAL ASSEMBLY			GENERAL ASSEMBLY				GENERAL ASSEMBLY				GENERAL ASSEMBLY			
86:20-87:10	French I		French I	History of Education		History of Education		French I		French I		French I		French I	
87:10-88:00	Psychology A		Psychology A	Psychology A		Psychology A		Psychology A		Psychology A		Psychology A		Psychology A	
88:00-88:50	German I		German I	German I											

II—For those preparing to teach the manual and industrial arts.

Junior Year

First Semester

Forge Practice
Architectural Drawing
Two Electives from Group IV

Second Semester

Machine Shop Practice
Machine Drawing
Two Electives from Group IV

Senior Year

Handicrafts for Elementary
Schools
Organization of Manual Train-
ing 2
Psychology
Professional Reviews—
Grammar and Physiology
Practice Teaching

Handicrafts for Elementary
Schools
School Law 2
History of Education
Professional Reviews—
Geography and Arithmetic
Practice Teaching

BRIEF TRADE COURSES

Offered during the last eight weeks of the first semester and the first eight weeks of the second semester.

Carpentry

First Year

First Semester

Woodwork
Wood Turning
Mechanical Drawing
Practical Arithmetic 3
English 2

Second Semester

Cabinet Making
Cabinet Maker's Metal Work
Mechanical Drawing
Farm Accounts 3
English 2

Second Year

Carpentry
Architectural Drawing
English 2
Business Methods 3

Carpentry
Architectural Drawing
English 2
Elementary Civics 3

Blacksmithing

First Year

First Semester

Forge Practice
Woodwork
Mechanical Drawing
Practical Arithmetic 3
Elementary English 2

Second Semester

Forge Practice
Machine Shop Practice
Mechanical Drawing
Farm Accounts 3
Elementary English 2

Second Year

Forge Practice
Wheelwrighting
Mechanical Drawing
English 2
Business Methods 3

Forge Practice
Horseshoeing
Mechanical Drawing
English 2
Elementary Civics 3

For Table of Electives, see page 28.

TABLE OF ELECTIVES

Group I

First Semester

English I
 Latin I
 Greek and Roman History
 Algebra
 Commercial Law and
 S. D. Civics

Second Semester

English I
 Latin I
 Greek and Roman History
 Algebra
 Commercial Geography

Group II

English II
 Latin II
 German I
 Zoology
 Mediaeval and Modern History
 Plane Geometry

English II
 Latin II
 German I
 Botany
 Mediaeval and Modern History
 Plane Geometry

Group III

English III
 Latin III
 German II
 French I
 Greek I
 English History
 Physics I
 Civics

English III
 Latin III
 German II
 French I
 Greek I
 American History
 Physics I
 Bookkeeping

Group IV

English IV
 Latin IV
 German III
 French II
 Greek II
 Hebrew History
 Solid Geometry
 Chemistry I
 Mathematical Geography

English IV
 Latin IV
 German III
 French II
 Greek II
 Modern European History
 Advanced Algebra
 Chemistry I
 Scientific Agriculture

Group V

English V
 Latin V
 German IV
 French III
 Constitutional History
 Trigonometry
 Vertebrate Zoology
 Physics II
 Household Chemistry
 Constitutional Law
 Metal Worker's Chemistry
 Professional Reviews

English V
 Latin V
 German IV
 French III
 Constitutional History
 Analytic Geometry
 Plant Histology
 Physics II
 Household Chemistry
 Political Science
 Metal Worker's Chemistry
 Professional Reviews

Group VI

English VI
 Latin VI
 German V
 French IV
 Economics
 Advanced Psychology
 Differential Calculus
 Geology
 Chemistry II

English VI
 Latin VI
 German V
 French IV
 Sociology
 Ethics
 Integral Calculus
 Astronomy
 Chemistry II

SCHEDULE OF RECITATIONS, 1910-11.

Hour	First Semester	Second Semester
8:00	Latin I, A Organization of Manual Training Cookery Woodwork Zoology Chemistry I Metal Work English III	Latin I, A Normal Drawing Cookery Woodwork Botany Chemistry I Metal Work English III
8:50	Household Chemistry Methods and Child Study Cabinet Making Carpentry Latin V Metal Worker's Chemistry Trade Woodwork Commercial Arithmetic	Household Chemistry Methods and School Law Cabinet Making Carpentry Latin V Metal Worker's Chemistry Trade Machine Shop Practice Commercial Arithmetic
8:50	English I, A Commercial Law Cookery Woodwork Zoology German I Chemistry I Metal Work Advanced Arithmetic Latin III Household Chemistry Mathematical Geography	English I, A Commercial Geography Cookery Woodwork Botany German I Chemistry I Metal Work Advanced Grammar Latin III Household Chemistry Advanced Algebra
9:45	History of the Hebrew People Trigonometry Metal Worker's Chemistry Handicrafts for Elem. Schools Cabinet Making Carpentry United States History Trade Woodwork	Modern European History Analytic Geometry Metal Worker's Chemistry Handicrafts for Elem. Schools Cabinet Making Carpentry United States History Trade Machine Shop Practice

Schedule of Recitations—Continued

9:45 10:15	General Assembly	General Assembly
10:15 11:10	Algebra A Latin II Dressmaking Psychology A Civics French I Advanced Cookery Pattern Making & Foundry Practice Forge Practice English IV Greek II Vertebrate Zoology English VI Machine Construction Elementary English	Algebra A Latin II Sanitation and Accounts History of Education A American History French I Bookkeeping Art Decoration Pattern Making & Foundry Practice Forge Practice English IV Greek II Plant Histology English VI Machine Construction Elementary English
11:10 12:00	English I, B Mediaeval and Modern History Plane Geometry A Dressmaking Art of Teaching German II Advanced Cookery Pattern Making & Foundry Practice Forge Practice Sight Singing Latin IV Differential Calculus Grammar Review Vertebrate Zoology German IV Machine Construction Penmanship and Spelling	English I, B Mediaeval and Modern History Plane Geometry A Sanitation and Accounts School Management German II Art Decoration Pattern Making & Foundry Practice Forge Practice Machine Shop Practice Latin IV Integral Calculus Arithmetic Review Plant Histology German IV Machine Construction Penmanship and Spelling

Schedule of Recitations—Concluded

<p>1:25</p> <p>2:20</p>	<p>Algebra B</p> <p>Sewing</p> <p>Freehand Drawing</p> <p>English II, A</p> <p>Mechanical Drawing I</p> <p>English History</p> <p>Physics I</p> <p>Reading</p> <p>French II</p> <p>Solid Geometry</p> <p>Public Speaking</p> <p>Physics II</p> <p>English V</p> <p>Wood Turning</p> <p>Wheelwriting</p>	<p>Algebra B</p> <p>Sewing</p> <p>Freehand Drawing</p> <p>English II, A</p> <p>Mechanical Drawing I</p> <p>Physics I</p> <p>Reading</p> <p>French II</p> <p>Public Speaking</p> <p>Physics II</p> <p>English V</p> <p>Cabinet Maker's Metal Work</p> <p>Horseshoeing</p>
<p>2:20</p> <p>3:15</p>	<p>Latin I, B</p> <p>Sewing</p> <p>Plane Geometry B</p> <p>Psychology B</p> <p>Greek I</p> <p>Physics I</p> <p>Physiography</p> <p>German III</p> <p>Physics II</p> <p>Constitutional History</p> <p>Constitutional Law</p> <p>Physiology</p> <p>Trade English I</p> <p>Trade English II</p> <p>Trade Arithmetic</p> <p>Trade Business Methods</p>	<p>Latin I, B</p> <p>Sewing</p> <p>Plane Geometry B</p> <p>History of Education B</p> <p>Greek I</p> <p>Physics I</p> <p>Scientific Agriculture</p> <p>German III</p> <p>Physics II</p> <p>Constitutional History</p> <p>Political Science</p> <p>Political Geography</p> <p>Trade English I</p> <p>Trade English II</p> <p>Farm Accounts</p> <p>Elementary Civics</p>
<p>3:15</p> <p>4:10</p>	<p>Greek and Roman History</p> <p>English II, B</p> <p>Emergencies and Nursing</p> <p>Mechanical Drawing II</p> <p>Architectural Drawing</p> <p>Physiology Review</p> <p>Geology</p> <p>Economics</p> <p>Trade Mechanical Drawing I</p> <p>Trade Mechanical Drawing II</p>	<p>Greek and Roman History</p> <p>English II, B</p> <p>Dietetics and Invalid Cookery</p> <p>Design</p> <p>Architectural Drawing</p> <p>Machine Drawing</p> <p>Geography Review</p> <p>Astronomy</p> <p>Sociology</p> <p>Trade Mechanical Drawing I</p> <p>Trade Mechanical Drawing II</p>

DEPARTMENTS OF INSTRUCTION

PEDAGOGY

The purpose of this department is to examine the fundamental principles—philosophical, historical and psychological—which underlie a scientific theory of education, considered as a human institution. The processes and the problems of education are examined and an attempt is made to formulate a philosophical basis for educational doctrine and practice.

The study of psychology is pursued in a normal school chiefly for the purpose of increasing the teaching power of the student. In a secondary sense, it serves as a general culture study. It is pre-eminently the study of human nature from infancy to old age. It is a direct study of one's own mental life and a more or less indirect study and interpretation of the mental life of others. It never contradicts common sense or the intuitive and instinctive acts of individuals or groups of individuals. The study of psychology rightly pursued touches life in all relations and under all conditions. It is a study of the whole life, with a view of adapting one's self to rational conditions.

The elementary work in this school is based on Halleck's Psychology and Psychic Culture, while the advanced work is based on James' book. The text is supplemented by lectures, library reading, class discussions and reports of observations in special fields. One semester of nineteen weeks is given to each line of work.

It is the design of this course to give, in brief compass, an outline of the most important principles of ethical doctrine, so far as these can be understood without a knowledge of metaphysics.

One semester is spent in the study of the history of education. This belongs to the third year of the Normal course and is intended to supply the student with the correct notion of what ought to be done in view of the knowledge

of what has been done in the past. The pedagogy of the schools of Greece, Rome, Germany, France and England forms the basis of this study. The great educators, their philosophy, and their chief works are examined and compared with a view to forming correct educational ideas. The class room work is supplemented by assigned reading on different topics.

This course in the physical and mental

CHILD STUDY development of children is supplementary to the prescribed course in psychology. It is designed to discuss the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher, and will seek to give him adequate training in the concrete study of child life. Work in the reference library is an important part of the subject, and reports of children observed are required.

SCHOOL LAW South Dakota statutes relating to the general subject of education are carefully studied. State and county supervision, school corporations, powers and duties of district school boards, teachers and schools, compulsory education, text-books, school libraries, humane treatment of animals, and special temperance instruction in physiology are some of the topics considered.

These subjects follow each other in the third year of the Normal course. One lesson each week is assigned to students who seek the common school certificate. A

ART OF TEACHING AND SCHOOL MANAGEMENT study of White's books is supplemented by class room lectures.

METHODS In methods the common branches are outlined, the essentials for each grade being given, both from the standpoint of the rural and of the graded school. A series of model lesson plans is developed in each branch. Methods in school management are given and include the seating and passing of classes, the care of the school room as to light, heat and ventilation, and the inspection of the school grounds. Much library work is required in this subject. The work is designed to be the connecting link between theory and practice. It is divided between general and special methods, elementary science occupying a prominent place in the latter

division. The science study covers the phases of the various sciences which are most used in the lower grades of our schools. Botany, zoology, physics, chemistry and meteorology are considered. Field work is made a leading feature of the course.

Before becoming a practice teacher the student is required to observe the work of the different grades in the Training School. During this time it is expected that he will become familiar with the general plan of the school and will be ready to indicate any preference he may have as to the grade in which he is to practice. The student is required to hand a written report of each recitation observed to the director of the Training School or the critic under whom he is observing. To insure attention to fundamental points he is provided with an outline which is used as a guide in the observations.

A brief course in library science is made a part of the work in methods. Its design is to teach the student the intelligent use of books and the manner of selecting and administering a small school library.

In order to give the student the equipment of
PRACTICE actual school room experience, teaching one hour a day throughout the senior year is required as a minimum of practice. Each practice teacher, under the supervision and guidance of a critic teacher, is responsible for the discipline of the class and the appearance of the room as well as for the proper presentation of the lessons. The practice teacher is required to prepare a detailed plan of each lesson and have it approved before taking charge of the school. Additional practice work may be elected when the practice classes are not crowded.

HISTORY

The courses in history assume a class well prepared in the elementary history of the United States. The methods in use require much library work. Students are assigned special subjects for research work and are required to prepare and deliver before the class their productions from the reading on these subjects. Analysis of the subject is an important feature of history study; therefore, each student is required to make a detailed analysis from time to time, thus avoiding the error of

having it all prepared by the instructor. It is planned to direct the reading and study in such manner as to call decided attention to the relations of events.

GREEK AND ROMAN HISTORY This subject extends through the first year of the courses. Normal students will be required to do the first semester's work, which includes a brief survey of the ancient Egyptian and Babylonian civilizations, and the study of Grecian history from the Mycenaean period to the Roman Conquest. During the second semester the history of Rome, from the early Etruscan period to the revival of the Empire in 800, A. D., will be considered.

MEDIAEVAL AND MODERN HISTORY This subject is presented so that the student may secure a general idea of the trend of society from the ancient to the modern order and so that he may understand the beginning of the political and social institutions of the present era. During the second semester the work treats of events from the time of the renaissance to the present, and is required of all Normal students.

ENGLISH HISTORY This subject is given during the first half of the third year. Effort is made to emphasize the development of parliamentary government as well as the growth of institutional and colonial policies, not only for the general historical interest, but for the purpose of laying a broad foundation for the study of American history and civil government.

AMERICAN HISTORY Two courses are offered, an elementary course and an advanced course.

Elementary course. This is designed for the students of the preparatory year and for those who are not fully equipped to begin the regular work. It is planned also as a review for teachers who desire to take the work somewhat irregularly. It embraces a careful reading and study, with much library work during the entire year. South Dakota history is studied during the last few weeks of the course.

Advanced course. Following immediately the work in English history, during the second half of the third year, a course of

nineteen weeks is offered. A review of the events with the causes leading to the settlement of the colonies is given; but the building of the nation, including the formation of the Union, the civil war and the reconstruction of the states, is given the most prominent place in the course. Special emphasis is laid upon the principles underlying the development of the political life and the institutions of the American people.

HISTORY OF THE HEBREW PEOPLE This course is to cover the life of the Hebrews from the origin of the race and during their occupation of Canaan, up to the Roman Conquest. It is non sectarian in character, and aims to give an historic view of the political and religious conditions rendering these people so significant in the annals of the world. This course is offered during the first semester and may be taken by all students who have satisfactorily completed a year's work in history.

MODERN EUROPEAN HISTORY It is designed in this course to make a careful study, from libraries and literature, of the history of European nations during the life of the United States. Students will prepare and read theses on assigned subjects.

CONSTITUTIONAL HISTORY This course is planned to make a careful study of the growth of the English Constitution. During the year the political constitutions of other countries will be considered for the purpose of comparison. The work will be continued through two semesters.

GEOGRAPHY AND SOCIAL SCIENCES

Geography

Of all the common school subjects, geography has the widest sphere of relations. It deals with the phenomena of nature and of man. Climate and physiographic features in a large measure control man's economic conditions and industries, and through these affect all his life. Civilized man, however, does not passively accept geographical conditions, but in organized social endeavor brings about a transformation of nature to

his own ends. Geography shows how man's life is conditioned and influenced by the earth and how he utilizes these conditions for his own good.

EQUIPMENT The equipment for teaching geography includes a good collection of recently published political and physical maps, an 18-inch Mitchell pendent globe, an 18-inch Houghton slated globe, a fine mercurial barometer, maximum and minimum registering thermometers, a collection of consular reports, geographical atlases, folios, bulletins and reports, files of the Monthly Weather Review, weather maps, a large mapping table, a sand table and a filing cabinet.

PHYSIOGRAPHY The work in physiography includes an eight weeks' course in meteorology and an eleven weeks' course in physiography proper. In meteorology the general properties of the atmospheric envelope are studied and a careful examination is made of areas of high and of low pressure, isobaric and isothermic charts being constructed by students from data obtained from the United States weather bureau. In a similar manner data are obtained from which a complete weather map is made by each student. In addition to a study of wind zones, cyclones and anti-cyclones, some special attention is given to the tornado and Chinook winds.

In physiography a study is made of the land surface and of the evolution of relief forms. The principal physiographic processes and features are studied, each being taken up by a careful study of some actual type, the physiography of the United States being thus thoroughly covered. The environment of the school permits a study at first hand of a typical young plain, the level bed of glacial Lake Dakota, and the attendant phenomena of a young meandering river. The field work includes trips to the outside of this lacustrine plain, to the characteristic rolling topography of the glacial drift, the study of minor glacial lake beds in the vicinity and an optional trip to Big Stone Lake, crossing the three outer terminal moraines of the Dakota lobe of the ice sheet.

**COMMERCIAL
GEOGRAPHY**

This course includes a review of the principal facts of political geography from the point of view of natural resources, industries and the exchange of commodities.

The industrial geography of the United States is made the basis for the study of economic conditions. Not only is our own economic geography the nearest related to the student's experience and conceptions, but it is also the best illustration of the principle of organization of the subject. Here extensive agricultural and grazing areas alternate with great mining and manufacturing centers and are co-ordinated with a division of labor equally great in the power of social adjustment.

**MATHEMATICAL
GEOGRAPHY**

The motions, form and position of the earth are studied as determining such conditions as latitude and longitude, map projections, government land

survey, standard and local time, solar and sidereal day, the calendar, seasons and zones. Considerable practical and library work is required, such as the determination of latitude from the altitude of the sun at apparent noon and the declination tables in the Nautical Almanac.

**REVIEW
GEOGRAPHY**

This is a half semester advanced course and is designed to give the prospective teacher some knowledge of modern geographic data, their organization and method of

adaptation for the common school grades. A study is made of the preliminary geography work which should be done before the text-book is used, as well as the formal geography study. Among the important topics of the course are a study of local geography, natural features, mapping, moulding, and the imaginary journey.

Social Sciences

The social sciences include the subjects which deal with the interrelations of mankind. While the forces of society that have shaped and moulded institutions antedate recorded history, a systematic and organic study of them has been made only in recent times. Since the work of the teacher is that of an organ-

ic formative social force, assisting the child in preparation for social participation, it seems eminently fitting in this institution, designed to train teachers as well as to give technical industrial training and general culture, that the work of this department should occupy a prominent place in our courses.

SOCIOLOGY The purpose of this study is to develop a comprehensive view of the complex relations of humanity and acquaint the student with the social elements, functions and processes. The institutions, social organs and aggregates of contemporaneous society are studied, not so much with a view to making social reformers as to the giving of a rational and balanced conception of society. To this end a study of normal conditions, ideals and processes is emphasized more than a study of pathological conditions.

ECONOMICS This course consists of a study of material wants and their satisfaction, the production of economic goods, their exchange and distribution. The importance of a rational view of the world of industry is apparent when we realize how much of time and human energy is expended in the satisfaction of material wants, and how much of crime and misery, as well as virtue and happiness, center about the production and use of wealth.

CONSTITUTIONAL LAW This is, in a sense, a course in advanced civil government. It deals with the constitution of the United States, and comprises a careful study of the structure of our federal government and of constitutional powers and limitations.

POLITICAL SCIENCE This study deals with the laws and principles underlying governmental functions and processes. It is divided into two parts: (1) The nature and the province of the state. This includes a study of the principles upon which government is founded and the scope and purpose of governmental functions. (2) A comparative study of the governments of the principal nations of the world.

**CIVIL
GOVERNMENT**

A presupposition for this study is a fair knowledge of the history of the United States and of the elements of civil government. A study is made of local civic institutions, of state government as illustrated in the constitution and administration of the government of South Dakota, and of the federal constitution and the administration of our national government. Some special study is made of municipal government, of the machinery of political parties, and of civic problems as illustrated in current or recent events which indicate civic processes or tendencies. Considerable library work is done, the library having a good list of reference books, besides many valuable governmental publications, such as state reports, state codes and bound volumes of the Congressional Record.

COMMERCIAL LAW

The aim of this course is to enable the student to understand the elements of law as applied to the conduct of business, not to make lawyers, but to give a rational conception of legal rights and limitations. A study is made of such topics as contracts, sales and transfers of property, negotiable paper, partnership and corporations, agency, insurance, and a brief study of pleading and practice.

MATHEMATICS

Throughout the course in mathematics, the aim is to make the teaching of the subject practical and to train the students to habits of careful and accurate thinking; to cultivate in them mathematical strength, together with rapidity and accuracy of computation, and to give to them the best methods of presentation in connection with the fundamental principles underlying each subject.

ARITHMETIC

Arithmetic has two values, a utility value and a culture value. A knowledge of arithmetic has a bread and butter value to us. We need it in our purchasing, in computing our incomes and in our accounts generally. We also need arithmetic for its culture value. It trains pupils to think logically, clearly

and accurately. It trains their judgment and develops a power for rapid and accurate work. Three courses are offered.

Elementary course. A thorough review of the subject is given. This work, intended for those who wish a complete survey of arithmetic, is offered in the preparatory year.

Advanced course. Following the work in elementary algebra and plane geometry, a half year course in advanced arithmetic is offered to Normal students. A thorough drill in the more abstract principles of the subject is supplemented by abundant illustrative work and miscellaneous problems.

Review course. A half semester's review work is required in higher arithmetic of those taking the Normal course. Modern methods are given prominence.

ALGEBRA The object of this study, as in all branches of mathematics, is to train the student in logic and to develop his powers of concentration. Care in arrangement, clearness of statement, and accuracy of results are at all times emphasized.

Elementary course. The subject is begun and is taken through quadratic equations in a single year.

Advanced course. A review of the underlying principles of elementary algebra is given before taking up the work in quadratics, ratio and proportion, variation, progressions, imaginary and complex numbers, variables and limits, the binomial theorem, logarithms, and undertermined co-efficients. This course is offered as an elective to those who have completed the solid geometry.

GEOMETRY In this subject the student must get a clear concept of what is to be proven, and then prove in a logical way this concept. The result of this work gives the student the power of continuity both in thought and speech, and it helps form in the learner the habit of seeing things in their true relation. Both plane and solid geometry are offered.

Plane Geometry. This subject follows elementary algebra and is offered for two semesters. The work is based on some good standard text book and much attention is given to original demonstrations.

Solid Geometry. Plane geometry must precede the solid.

One semester's work in the latter is offered as an elective in the fourth year.

TRIGONOMETRY This subject must be preceded by geometry and is offered as an elective in several of the courses. If time permits, the spherical work with astronomical applications is studied.

ANALYTIC GEOMETRY This is a second semester subject and is an elective in the Normal, Academic, and Industrial courses. The work treats of the point, loci, the straight line, transformation of co-ordinates, the circle, the conic sections, and higher plane curves.

CALCULUS The work is based on the method of rates, although the student is given some insight into the methods of limits and infinitessimals.

In the differential calculus a study is made of the introductory theorems, differentiation of explicit functions, successive differentiation, functions of two or more variables and plane curves.

The study of integral calculus comprehends type integrable forms, general methods of reduction and geometrical applications.

BIOLOGICAL SCIENCES

The biological laboratory is furnished with a wall table extending along two sides of the room, above which are cases for the compound microscopes. Three tables occupy the center of the room, two of which are for student use, while the third is equipped with a sink, aquarium, gas, and shelves for chemicals. There are fifty individual lockers, containing microscopes, dissecting pans, knives, scissors, forceps and other apparatus. Among the general apparatus may be mentioned a still, automatic water bath, Minot rotary microtome, stains, injecting syringe, twelve Bausch & Lomb special compound microscopes and one Bausch & Lomb BB compound microscope with Abbe condenser, a collection of over seven hundred prepared microscopical slides, about three hundred lantern slides upon the subjects of botany, zoology and physiology, and an oxy-hydrogen stereopticon.

The recitation room connected with this laboratory is equipped with opaque curtains so that the room may be darkened for experiments or for using the stereopticon. Over four hundred volumes of scientific reports are kept in this room where they are easy of access.

Botany is offered in our courses, for ten hours
BOTANY per week, during one semester. The following are some of the topics studied: The germination of seeds; growth of seedlings; sources of plant food; stems, buds, leaves and flowers, with the general structure and uses to the plant of each; adaptation of plants to their environment; seed dissemination; plant societies; distribution of plants, with special reference to South Dakota; the economic value of plants from the lowest to the highest forms. Systematic work is done and each student is required to collect, preserve and classify at least fifty plants. Field work is made a leading feature of the course, many local excursions are made and as many to distant points as are possible. An annual excursion is made on the second Monday of May to Tacoma Park for the purpose of studying the botanical conditions in that part of the state. Plant physiology is studied sufficiently to enable the student to understand the vital processes of plant life.

This course embraces a study of the
PLANT HISTOLOGY minute anatomy of plants, and consists of three parts:

1. General Methods. A study of the methods of clearing, live staining, fixing and staining methods, microtome technique and the making of permanent preparations.

2. Microchemistry. In which is made a study of some of the inorganic elements and compounds in plant tissues, such as oxygen, sulphur, hydrochloric acid and its salts, nitric acid and its salt, potassium, sodium, etc.; a study of the organic compounds, such as the alcohols, fats, and fatty oils, wax, carbohydrates, sulphur compounds, amido compounds, phenols, hydrocarbons, glucosides, coloring matters, proteids, etc.

3. Methods for the investigation of the cell wall and of the various cell contents, such as a study of the cellulose wall, the lignified membranes and the developmental history of the cell-

wall, the nucleus and its constituents, karyokinesis, centrospheres, chromatophores, protein grains, etc.

ZOOLOGY Zoology is given for ten hours per week during one semester in the second year of our courses.

The work is largely upon insects and the mammals. Frequent reference is made to the lower forms and some of them are studied. A collection of insects is required. A large amount of field work is done. The anatomy of animals is studied only so far as is necessary to understand their life histories or their adaptation to their environment. The principles of classification are emphasized and methods of collecting, identifying and preserving specimens are considered with special view to the use of such material in the school room.

VERTEBRATE ZOOLOGY This work consists of a study of the morphology of the vertebrates and of the classification of the vertebrates. Under the morphology of the vertebrates is studied the morphology of the entodermal organs, the ectodermal structures, mesenchymatous structures and the origin of the vertebrates. Under the classification of the vertebrates a study is made of the characteristics, life history, etc., of the fishes, amphibians, reptiles, birds and mammals.

PHYSIOLOGY AND HYGIENE Physiology and hygiene is offered for five hours per week during one semester. Experiments and dissections are carried on with as much detail as is necessary to get an insight into the vital processes of life. Hygiene is made an important part of the work.

REVIEW PHYSIOLOGY This is an advanced professional course required of all Normal seniors and much attention is given to methods of teaching the subject.

SCIENTIFIC AGRICULTURE Scientific agriculture is given for five hours per week during one semester. The course as outlined takes up the following work:

1. Plant Production. A study of the structure, physiology and diseases of plants. Special attention is given to a study of

rust and smut and to the attacks of insects on plant life, with methods of prevention. A study is made of seeds, pollination, crosses and hybrids and the process of grafting. The importance of light, heat, moisture and air are considered as related to plant growth. The soil is studied as to its nature and functions, origin, properties, the main classes of soils, such as sand, clay, peat, silt, etc., soil aeration and soil moisture, soil management, as tillage, drainage, irrigation, enrichment, impoverishment and crop rotation. A study is made of the various farm crops, with the methods of culture of each.

2. Animal production. One or two of the leading breeds of horses, cattle, sheep, swine, poultry and bees are studied as to their characteristics, methods of breeding, hygiene and the marketing of the product.

3. Dairying. A detailed study of the dairy type of cow, with methods of feeding, management and care. A study is made of milk as to its composition, method of handling and the uses of milk, such as for cheese and butter making.

4. Rural engineering. A study is made of farm plans as to the size and location of fields, location of buildings, fences, drains and roads. The construction of buildings is studied, with their water and sewerage systems. In this connection are studied some of the facts regarding the development of farm machinery and the importance of caring for and the repairing of such machinery.

5. A study of methods in and the importance of farm accounts.

The work in geology is given for five hours per

GEOLOGY week during one semester. As much field work is done as the region will permit. Geology is studied under three heads—dynamical, structural and historical. Under the dynamical geology are studied the various agencies which are now producing structures, such as the atmospheric, aqueous, organic and igneous. Under the structural geology are studied the general form and structure of the earth; stratified, unstratified, igneous and metamorphic rocks; the structures common to all rocks, and general erosion. The work in historical geology is given to a study of the various geological periods—the archæozoic, paleozoic, mesozoic, ceno-

zoic and the psychozoic. In the study of the various periods special attention is given to the economic geology.

This subject is given five hours per week for
ASTRONOMY one semester. Astronomy is taken up under the following heads: The doctrine of the sphere, astronomical instruments, problems of practical astronomy, the earth, the moon, the sun, the sun's light and heat, eclipses, the planets, comets, meteors, stars, the light of the stars and aggregations of stars.

The student of astronomy must expect his chief profit to be intellectual, in the widening of his range of thought and conception, in the pleasure attending the discovery of simple law working out the most complicated results, in the delight over the beauty and order revealed by the telescope in systems otherwise invisible, in the recognition of the essential unity of the material universe, and of the kinship between his own mind and the infinite Reason that formed all things and is immanent in them. It is not likely that great inventions and new arts will grow out of a study of the laws and principles of astronomy, such as are continually arising from physical, chemical and biological discoveries, yet astronomy is far from a worthless science. The art of navigation depends for its very possibilities upon astronomical prediction. The science also has important applications in the survey of extended regions of country, and the establishment of boundaries, to say nothing of the accurate determination of time and the arrangement of the calendar.

PHYSICS AND CHEMISTRY

The physical and chemical laboratories are furnished with cases for chemicals and general apparatus, instructor's tables fitted with gas and water, student tables also fitted with gas and water, and lockers containing the individual equipment. The laboratories are well supplied with apparatus, much equipment having been added during the past year.

Physics I is offered for ten hours per week during two semesters. Laboratory work is carried on, supplemented by work in text-books and lectures. The properties of matter, mechanics of solids

and fluids, heat, light, sound (including the science of music from a physicist's standpoint), magnetism, and electricity are studies. One of the objects of the course is the practical application of the physical laws as shown in the city waterworks, transmission of power, electric plants, electric bells, the telephone, the telegraph, X-ray, etc. Frequent visits are made to the factories, mills and electric plant of the city.

This course is given for ten hours per week for
PHYSICS II two semesters. It is open to all students who have had work in Physics I.

The first semester is given to a study of mechanics, sound and light. Under mechanics a study is made of kinematics, kinetics and the mechanism of fluids. A study is made of the nature and motion of sound and the physical theory of music. In light a study is made of its nature and propagation, reflection and refraction, dispersion, interference and diffraction, color and polarized light.

The second semester is given to a study of heat, electricity and magnetism. A study is made of the nature of heat, temperature and its measurement, expansion, fusion, vaporization, transmission of heat, radiation and absorption, thermodynamics and the kinetic theory of gases. Under electricity and magnetism a study is made of electric charges, electrification by influence, electrical potential, capacity and condensers, atmospheric electricity, voltaic cells, electrolysis, Ohm's law and its application, thermal relations, properties of magnets, magnetic effects of currents, electric dynamics, electromagnetism, dynamos and motors, and electric oscillations and waves.

Chemistry I is offered in our courses for
CHEMISTRY I ten hours per week during two semesters.

The principal chemical elements, with their common compounds, are studied. About four weeks are given to the study of physiological chemistry. The aim is to familiarize the student with the composition and character of the common substances with which he is already acquainted. The work in physiological chemistry consists of that which will add to the student's understanding of human physiological processes, such as digestion, action of yeast in fermentation, chemical side of bread making and the chemical changes in foods brought out

whenever possible. Visits are made to the factories, mills and gas plant of the city.

Qualitative Analysis. This course is given
CHEMISTRY II for eight hours per week through two
semesters. The work is open to students
who have completed Chemistry I. The work consists of the
study of the action of reagents on solutions of the metals, the
identification of metals by an examination in the dry way, by
flame reactions and an examination in a wet way. Special at-
tention is given to the application of the principles of physiologi-
cal chemistry, together with the identification of food substances
and adulterations.

This course offers an alternative to
HOUSEHOLD those students who have completed
CHEMISTRY Chemistry I. The course calls for eight
hours per week and continues through-
out two semesters. The work consists of the study of the
composition of foods, the chemistry of their preparation and
the physiological chemistry of their digestion. The work is a
continuation of the organic side of Chemistry I and gives a
study of the preparation and properties of many of the com-
mon organic substances, useful in the household.

This course is designed specially for
METAL WORKER'S the metal worker. It is open to
CHEMISTRY students who have completed
Chemistry I. The course continues
throughout the year, eight hours per week. The work con-
sists of lectures, special demonstrations and laboratory work
covering the study of the chemistry of metal handicraft. Be-
sides the close study of the properties of the metals and their
ordinary compounds, attention will be given to the processes
of tempering, annealing, refining, brazing, and soldering of
metals; the principles of electroplating, electrotyping, and
photo-engraving. The practical side of the work is further
emphasized by visits to the foundries, factories, and shops of
the city.

ENGLISH

The work offered in the department of English aims to

cultivate ease and correctness in oral and written expression and to create a true appreciation for the best literature. In the elementary courses greater stress is laid on theme writing, and in the advanced courses the student is trained to exercise his critical ability in judging the classics and to consider them in relation to the tendencies of the period to which they belong.

Five hours each week during the entire year

ELEMENTARY are given to this work. The course is
ENGLISH planned to meet the needs of students

whose previous preparation has been insufficient. Three-fifths of the time is devoted to practice in oral and written composition with no attempt to teach formal Rhetoric. Two-fifths of the time is given to reading. This work is to enable the student to interpret the meaning of both prose and poetry by vocal expression. Part of the material used in the theme work will be taken from the selections read.

This is a semester course required of third

ADVANCED year Normal students and follows the work
GRAMMAR in elementary rhetoric and American literature. By close analysis of sentences the

literary taste is made more discriminating, the logical faculty is given valuable exercise, and technical grammar is made vital and energizing.

This is a short course in English grammar

REVIEW planned for those who expect to teach. The
GRAMMAR course is arranged to make the review a new
view as far as possible by basing grammar

on logic. While emphasis is thus placed upon the logical aspect of grammar it is not the intention to ignore the historical phases of the subject. This course is given during the first half of the first semester.

In addition to the foregoing, the following English courses are offered:

I—Five hours a week throughout the two semesters are devoted to this course. Three-fifths of the time is given to Grammar and Composition, and two-fifths to the study of Literature. A brief review of the principles of English grammar is followed by a study of the simpler principles of Rhetoric, as paragraph structure, unity, and coherence. The simpler

forms of narration and description are studied, one or two themes being required each week, with careful revision after the instructor has suggested corrections. The literature in this course is chosen with a view to interesting the student and teaching him how to read sympathetically. Dickens' "Christmas Carol", Warner's "In the Wilderness", Eliot's "Silas Marner", Cooper's "Last of the Mohicans", and Stevenson's "Treasure Island" are used as supplementary reading.

II—Literature in connection with Composition and Rhetoric is offered in this course, five hours a week for the first semester being spent in the study. Two-fifths of the time is devoted to rhetoric and composition, and weekly themes emphasizing paragraph structure, coherence of paragraphs, and the principle of emphasis are required. In addition to description and narration, some practice in expository writing is given. The classics chosen for this course are by American authors and include Franklin's "Autobiography", Hawthorne's "Twice Told Tales", Irving's "Sketch Book". The collateral reading consists of three books by American authors, and the student is required to submit a note book of outlines on this reading.

During the second semester the work in Composition and Rhetoric is continued and the History of American Literature is studied. One-fifth of the time is devoted to the Rhetoric and theme writing and four-fifths to the study of Newcomer's "American Literature" with the use of Long's "American Poems" as illustrative material. The prose is given largely as outside reading with the notebook of outlines as in the first semester.

III—In this course the History of English Literature is taken up five hours each week during the entire year. It comprises a general view of English Literature—a course designed as a foundation for more careful and detailed study. The text used is Halleck's "History of English Literature", and various classics, which illustrate each period are considered. Baldwin and Paul's "English Poems" is used to supply a part of the material, and the remainder is covered by outside reading, consisting of four books each semester with outline work. Also in class one play of Shakespeare and

one novel are carefully studied to afford a guide for the collateral reading. Weekly themes on subjects of every day interest, or fortnightly themes based on the literature, are required throughout this year.

IV—Five hours of each week for the first semester are given to a careful consideration of The Shakespearean Drama. This course includes a study of at least five plays with Woodbridge's "Drama: Its Law and Technique" as a guide. Four tragedies and one comedy comprise the class work, and collateral reading consists of eight Elizabethan plays, five by Shakespeare, and three by his most noted contemporaries. The only themes required in this year's work are critiques on subjects chosen from the plays read in class or collaterally.

The second semester is devoted to a thorough study of the Essay and the Oration. Two-fifths of the time is given to the writing of orations and arguments, each member of the class being required to write two orations and two arguments of at least 1200 words each. The literature is selected from both English and American writers and includes Emerson's "American Scholar" and "Self Reliance", Burke's "Conciliation with America", Webster's "First Bunker Hill Oration", and Washington's "Farewell Address". A detailed outline of selections considered is prepared by each student. The outside reading comprises six or more essays and orations with outlines.

V—This course is designed to take up a thoughtful study of Advanced Rhetoric and Composition and will be continued through the entire year, five hours each week being given to the work. Its aim is to develop a command of clear, serviceable English and to encourage individuality in each student. A consideration of the general principles which govern prose composition is followed by detailed study of narration, description, exposition, and argumentation. For illustrative material the work of the best modern authors is analyzed in class, and for application of the principles studied, bi-weekly themes of two to four hundred words and four long themes of one to two thousand words are written by each student and are carefully revised after personal conference with the instructor. The texts used are Baldwin's "Composition", Carpenter and

Brewster's "Modern English Prose", and Perry's "Argumentation."

VI—This is a course in poetry and includes the study of Chaucer's "Canterbury Tales", Spencer's "Faerie Queen", and Milton's "Paradise Lost". A part of the second semester will be devoted to the poetry of Tennyson and Browning.

LATIN

Six courses in Latin are offered, each continuing throughout a year.

I—Beginning Latin. Drill in forms, vocabulary, and elementary principles of syntax. The Roman pronunciation is used.

II—Caesar with prose composition. The first four books of Caesar's Commentaries, or an equivalent are read. Grammatical structure is emphasized. Attention is also paid to the historical and geographical setting of the matter studied.

III—Cicero with prose composition. The four Catilinarian orations, the Archias and the Manilian Law are read and made the basis for composition. The oration on the Manilian Law is carefully studied as a model of a perfectly constructed deliberative oration. Cicero as a statesman in relation to the life of his time is studied.

IV—Virgil. Mythology and literary workmanship receive attention in connection with the reading of the first six books of Virgil's great epic. A Senior review in composition is given during this year.

V—Livy, Cicero, Plautus and Terence. Books XXI and XXII or selections from Books I, XXI and XXII are read and in connection a brief study is made of the conflict for supremacy between Rome and Carthage. Cicero's relation to his time as both philosopher and statesman receives attention in connection with the reading of the *De Senectute* and the *De Amicitia*. The *Captivi* of Plautus and the *Phormio* of Terence are read as examples of Roman comedy.

VI—Horace. Selections from the Odes, Satires, and Epistles. A history of Roman literature with representative selections.

GREEK

I—The work of the first year comprises a systematic study of the main principles of syntax, the acquiring of a practical vocabulary, and exercises in prose composition; also an introduction to Greek life and customs.

White's First Greek Book.

Anabasis, Book I.

Gulick's Life of the Ancient Greeks.

II—The work of the second year continues the study of prose syntax and the reading of the Anabasis, with lectures on the Greek military system, an introduction to Homeric poetry, with lectures on Homeric mythology, life and customs.

Anabasis, Books I-IV.

Woodruff's Prose Composition.

Iliad, Books I-III.

MODERN LANGUAGE

German

I—The work during the first year comprises a study of nouns, adjectives, prepositions, verbs, pronouns, conjunctions, and elements of syntax. Short stories are read and poetry is committed to memory. The students are drilled in composition and conversation.

Grammar: Essentials of German (Vos).

Composition: Composition with Grammar.

Reading: Selections from Guerber, Spyri, and Storm.

II—The aim during the first two years is to enable the student to carry on a simple conversation easily, write letters in easy prose and read ordinary German intelligently.

Grammar: Reviewed and completed.

Composition: Bernhardt.

Reading: Wilhelm Tell, and stories selected from Zschokke, Storm, Hillern, Heyse. Sight translations from various authors.

Extracts from famous authors are memorized.

III—During the third year a general review of grammar is given. Also special study of syntax, composition and memory work is continued. Letter writing is introduced.

Composition: Wenckebach, Vos, and Pope.

Reading: Some of the following: Karl Heinrich, Die Jungfrau von Orleans, Maria Stuart, Die Journalisten, Undine, Aus dem Mittelalter, Minna von Barnhelm, Der Schwiegersohn.

IV—Goethe, Schiller, Lessing. Life and works.

Some of the following are read: Herman und Dorothea, Wallenstein, Nathan der Weise, Egmont, Der dreissigjahrige Krieg, Dichtung und Wahrheit, Goetz von Berlichingen, Iphigenia, Buchheim's Lyrik, Buchheim's Balladen, Lichtenstein.

Composition: Letter writing; committed production.

*V—Goethe's Faust, Ochleschlager's Correggio, modern fiction.

French

The plan of work in the French is similar to that in the German.

I—Grammar: Beziat de Bordes.

Prose Composition: Francois, Part I.

Reading: La Tache du petit Pierre, Abbe Constantin, Le Voyage de Monsieur Perrichon.

II—Grammar: Beziat de Bordes.

Prose Composition: Francois, Advanced Composition; Abbe Constantin.

Reading: Prepared and sight reading.

Texts are selected from the following: La Tulipe Noire, La petite Fadette, La Mare au Diable, Histoire d'un Homme du Peuple, La Prise de la Bastille, Une Semaine a Paris, Le Monde on l'on s'ennuie.

*III—Grammar: Bruce.

Prose Composition: Le Siege de Paris, letter writing.

Reading: Prepared and sight reading taken from the following texts: Le Siege de Paris, La Princesse de Cleves, Mme. de La Fayette, Le Philosophe sous les Toits, Les Precieuses Ridicules, Les trois Mousquetaires, Jacques.

*IV—History of the development of the French drama. Selections are read from work of Corneille, Racine, Moliere.

History of the development of the novel of the seventeenth, eighteenth and nineteenth centuries. Selections are

*Not given in 1910-11.

made from the works of Rousseau, Voltaire, Mme. de Stael, Victor Hugo, Alfred de Vigny, and Anatole France. Study of French life, art, and institutions.

MANUAL AND INDUSTRIAL ARTS

The department of manual and industrial arts gives instruction in manual training, drawing, designing, and painting to students of the Normal school; instruction in shopwork, drawing, and designing to young men who desire responsible positions in industries where both the theory and the practice of the mechanic arts are required; instruction in special industrial courses to young men who are unable to take the full mechanic arts course, but desire practical training in the various trades; and the instruction to students preparing to teach the manual and industrial arts.

The first floor of the mechanic arts building
EQUIPMENT contains shops for woodwork, pattern making, metal work, machine work, forge work, foundry work, and a locker and wash room. The second floor contains a drafting room, a display room, a demonstrating room, and a gymnasium.

The wood working shop is equipped with a power grindstone, a thirty inch band saw machine, a combination rip and crosscut saw machine with a horizontal boring attachment, a hand planer, a twenty inch swing pattern making lathe, five ten inch swing pattern making lathes, and twenty-five benches supplied with individual tools. Connected with this shop are a lumber room, a room for unfinished work, and a tool room well equipped with general tools. Power for this shop is furnished by a ten horse power electric motor.

The metal working and machine shop contains three ten inch swing hand lathes, one twelve inch swing lathe with taper attachment, two engine lathes—ten inch swing, one sensitive drill press, one fourteen inch drill press with automatic feed, one universal milling machine, one universal cutter and tool grinding machine, one wet grinder, a power hack saw, a shaper, benches and vises for hand work, and drawers for individual

*Not given in 1910-11.

tools. The tool room connected with this shop is fully supplied with all necessary measuring, marking and machine attachments, and with numerous small tools. Power is furnished by a ten horse power electric motor.

The forge shop is equipped with twenty Buffalo down draught forges, bar shears for cutting stock, a post drill, an emery grinder, anvils, vises, benches, swing and hand hammers, fullers, swages, punches, chisels, tongs, and all tools needed in general forging. The blast is supplied by a twenty-four inch blower and an exhaust drawn by a sixty inch steel fan. Power for these is supplied by a twenty-five horse power electric motor. This shop is also equipped with a shoeing floor and tools for practical horseshoeing.

The new foundry is supplied with a twenty-inch cupola, a core oven, moulders, benches, and the necessary riddles, rammers, slicks, shovels, trowels, and the like. The blast for the cupola is furnished by an eighteen inch fan driven by a five horse power electric motor.

The demonstrating room on the second floor is equipped for demonstration work and also for classes in manual training and applied design. The equipment consists of benches, vises, and small tools for work in leather, art-crafts metal work, applied design, and elementary manual training.

The drafting room on the second floor is large and well lighted. It is equipped with drawing tables, instruments, drawing boards, paper cutter, and a printing outfit.

The work during the first semester is designed to give thorough training in the adjustment, use, sharpening and care of the ordinary bench tools. The exercises include instruction in squaring, gaging, sawing, boring, planing, chiseling, modeling, carving, fitting, gluing, sandpapering, and finishing in the construction of articles useful for the school or for the home. During the second semester in addition to the use of bench tools, instruction is given in the use, care and adjustment of woodworking machinery. The work includes projects for the school such as work benches and drawing tables. During the

latter part of the course the students are given an opportunity to construct pieces of furniture such as tables and chairs from working drawings made by themselves in the drawing class. Throughout the course one class period a week is devoted to the study of such topics as bench tools; woodworking machinery; timber, including growth, milling, uses, strength, method of finishing, etc.; the carpenter's square; and kindred subjects.

This course is for advanced students

CABINET MAKING who have completed first year wood-work or an equivalent and includes instruction in furniture design, proper methods of finishing the different kinds of wood used for furniture, and interior wood-work, upholstery, caning, wood carving, adjustment, sharpening, and use of woodworking machinery, saw filing, apparatus making, and the construction of wooden furniture, having as its leading characteristics simplicity, durability, beauty, and usefulness.

The work in wood turning includes in-

WOOD TURNING struction and practice in the use of the wood lathe in practical turning between centers, chuck and ornamental turning and careful training in the use of turning tools such as gages, skew chisels, nosing tools, parting tools, calipers, and dividers. Particular attention is given to beauty of outline, exactness in size and finish of work.

Practice is given in the use of general

PATTERN MAKING woodworking machinery, such as the hand planers, circular and band saws, boring machine, wood lathe, and bench tools, and in the preparation, cutting, and gluing of stock used in the making of patterns and the necessary core boxes of pipe fitting, pulleys, machine parts, and in the making of patterns for machines needed in the shops.

This course is designed to give practical train-

CARPENTRY ing in modern carpentry work. It includes instruction in the use of carpenter tools and woodworking machinery; practical examples of general framing, roofing, formation of cornices, shingling, floor-

ing, rafter cutting, setting window frames, stairbuilding, and estimates of buildings.

This work includes the use of bench tools, METAL WORK the hand lathe, engine lathe, drill press, metal saw, grinder, and the forge in the construction of projects such as calipers, dividers, plumb bobs, scribes, knurling tools, combination levels, trammel points, scratch gages, punches, chisels, hammers, hand vises, tool maker's clamps, etc. The making of these articles involves such processes as chipping, filing, turning, sawing, grinding, polishing, riveting, threading, and forging, and includes work in cast iron, machine steel, tool steel, and brass.

This offers practical training in the working of metals, in hammering, raising, and ART-CRAFTS METAL WORK chasing. Instruction is given in the designing and construction of forms and utensils, such as candle-sticks, drawer pulls, escutcheons, sconces, lamp shades, hall lanterns, fern dishes, trays, ink pots, wall plaques, jardinières, etc.; the preliminary treatment of metals; the making of special hammers, punches and tools; the beating up of forms from the flat; planishing; response work; piercing; etching; polishing and coloring; riveting; soft and hard soldering; enameling and metal spinning.

Instruction is given in the building and care of fires; the use and adjustment of tools; the study of materials worked, and an explanation of the proper methods of treatment; practice in drawing, upsetting, bending, twisting, forming, fullering, swaging, punching, and welding, including methods of scarfing for the various welds. The exercises include simple forging, chain making, hooks, bolts, and general forge work; working steel in tool making; tempering and annealing.

This course includes instruction and practice in charging the FOUNDRY PRACTICE cupola furnace, pouring off heats, tempering the sand, molding in green sand and loam, and core-making. Some of the patterns made in the shops are used and the product from the foundry is worked up in the

machine shop. Visits are made to local foundries for the study of practical shop methods.

MACHINE SHOP PRACTICE The work includes bench and machine practice. Beginning with the care and use of the tool with which he is to work, the student is carried through the various operations of machine shop practice. The exercises are chipping, filing, centering, squaring, straight, taper and ornamental turning, outside and inside screw cutting, reaming, boring, finishing, polishing, tapping, grinding, planing and shaper work, and the use of the milling machine in gear cutting, making taps, drills, and reamers.

MACHINE CONSTRUCTION In this course the student is given practical training in assembling, erecting, finishing, and adjusting complete machines, engine making, and repairing and adjusting the machinery of the shops.

TEACHERS' MANUAL TRAINING This course is planned primarily for teachers. The aim will be to present the essentials of several handicrafts which may be taught in the elementary schools without special equipment. It includes sand table projects, clay-modeling, textiles, basketry, raffia work, paper and cardboard construction, wood-block printing, stenciling, metal work, leather tooling, elementary book binding, knife work in wood, and the use of native material such as corn-husks, grasses, and wild grape vines. Drawing is emphasized and many original designs are required. One class period each week is devoted to the history, literature, and organization of manual training.

ORGANIZATION OF MANUAL TRAINING This includes the history of the development of manual training in the United States and in foreign countries; a study of equipments, the planning of a shop, making drawings showing the arrangement of rooms, placing of equipment and estimates of costs; and the planning of a course of study for the elementary and secondary schools.

FREEHAND DRAWING The object of this subject is to train the hand and eye to act in unison, to develop and sharpen the faculty of observation, and to give the student work of a practical nature that will be useful to him in his shop practice. The course includes a study of perspective principles as found in geometric solids and simple machine parts; orthographic projection to enable the student to read blue prints and make working drawings for his projects in woodwork; furniture design, including general lines, proportions, construction, and decorative features; nature drawing, landscape composition and design. The mediums used are pencil, pen, brush, ink, and water colors.

MECHANICAL DRAWING I AND II The work includes the use and care of instruments, geometric drawing, conic sections; orthographic, isometric, and cabinet projection; developments; intersections; working drawings; tracing and blue printing; spirals; helics; screw-threads; bolt heads; and working drawings of machinery.

DESIGN This course includes training in the general principles of design, color harmony, and applied design. These principles are illustrated by exercises in design, including drawings for wall-papers, book covers, stencils, wood-block printing, stained glass pottery, leather work, metal work, furniture, etc. As a part of this course instruction is given in hammered, raised, and chased metal work, leather tooling, and other art-crafts.

MACHINE DRAWING The work comprises instruction and practice in freehand technical sketches of machine parts and complete machines. Practical application of the principles of projection are obtained by making working detail and assembly drawings of machinery from measurements, from technical sketches, and from blue prints.

ARCHITECTURAL DRAWING This course consists of instrumental and freehand drawing, plans, elevations and details of frame, brick, stone, and cement construction; free-

hand and instrumental perspective; specifications; tracing and blue printing. Visits are made to buildings during their erection to study methods of construction.

MACHINE DESIGN The work covers the principles of mechanism, including a study of mechanical movements, problems on gear wheels, cams, belts, screws, parallel motions and quick-return movements.

HOUSEHOLD ECONOMIES.

The course in household economics is intended to make the students familiar with the best and most economical methods of home making and housekeeping. The common facts of science are correlated in their bearing upon household matters. The various occupations and methods necessary to conduct a home in comfort and health are discussed, and the most important of these are demonstrated. The courses for the coming year will include general cookery, advanced cookery, invalid cookery, sewing, dressmaking, and a waitress' course; also lectures on home nursing, emergencies, household accounts, household sanitation, dietetics, and art decoration.

A suite of rooms is provided for the department in the Administration building. These rooms are furnished with the latest and most approved equipment for the work to be accomplished. Those students who may desire practice work in cookery and sewing will be given the opportunity of presenting the work to the seventh and eighth grades of the Training School.

SEWING This subject provides a practical course in the elementary phases of needlework, beginning with the simplest forms and leading to the making of appropriate wearing apparel. The work of the first semester includes the use and application of the eighteen primary stitches employed in hand sewing, and a study of textiles and supplements necessary for sewing. The work of the second semester emphasizes drafting of patterns, use and care of machine, and the making of simple garments.

DRESSMAKING A course is offered in the use of copy-righted patterns, the making of a wool dress and a study of the history of costume.

COOKERY This course includes lectures and laboratory practice on the making and care of fire; the care of the kitchen and its furnishings; dish-washing and measuring; the principles of boiling, steaming, stewing, baking, broiling and roasting; the effects of heat and cold upon food; the selection and combination of foods for the needs of the body; the evolution in cookery; the white sauce and its possibilities; soups, pastry, bread, pudding, sauces, salads, entrees, beverages, frozen dishes; practice in the selection of meats; the location and name applied to the different cuts of meats; the intelligent buying of glass, china, and linen. The waitress' course includes the cooking of things with which a waitress is expected to be familiar,—the chafing dish; lunch baskets for traveling, picnics, and school; table laying, including decoration; serving of breakfasts, luncheons and dinners; suitable dress; care of dining room and pantry, including glass, silver, china, and the table linen; the making of inventories; and the precaution against household pests.

ADVANCED COOKERY Advanced cookery provides for the planning of menus and the preparation of meals. Each member of the class will serve a meal to four persons. The course also includes work in the preserving of fruits, the making of jelly, pickling, and puff pastry.

SANITATION Directions are given as to the best methods of establishing and maintaining sanitary conditions in and about the house.

HOUSEHOLD ACCOUNTS Keeping of a simple cash book adapted to household or farm accounts is required. Promissory notes, drafts, and other common forms of commercial paper with which women should be familiar are discussed. Monthly and yearly statements of expense are compared with ideal divisions as recommended by political scientists.

EMERGENCIES AND HOME NURSING In this course the young ladies are taught what to do in case of accident before the arrival of a physician; how best to assist the physician; how to prepare bandages; the location and care of the sick room; the making of a bed; the making of a chart for the physician; and the care of the sick.

ART DECORATION The principles of everyday art are applied to furnishings and utensils and to the treatments of floors, walls and ceilings. Convenient house plans and the model kitchen as given by different architects are studied.

DIETETICS AND INVALID COOKERY This course includes a study of the composition of foods, food value in different diseases, and the making of dietaries. In invalid cookery, given in connection with dietetics, these dietaries are prepared. Instruction is given in the preparation of an invalid's tray.

CAMP COOKERY This course is offered to the young men of the school. It is taken as an extra and will cover composition and nutrition of foods, and the fundamental principles and processes of cookery. Especial attention is given to the preservation of foods, and to the preparation of those foods used in camp life.

SIGHT SINGING AND DRAWING

SIGHT SINGING It is the purpose of this school to give each student an opportunity to acquire sufficient technical knowledge to read all ordinary music at sight. Each class receives thorough drill in theory, sight-singing and ear training, followed by melody writing, harmony, musical history, and the best methods of presenting music to all grades. The chorus period is always of special interest to each student, as the class is composed of the entire school, its object being to study four part music and compositions of our best song writers.

This course is provided for Normal students. Its aim is to study perspective principles and to work in outline, light and shade, from type solids, still life, fruits, flowers and familiar objects. Some time is devoted to nature drawing. This is carried on in harmony with the course in botany on the one hand and develops into designing on the other. Figure pose sketching and simple landscape composition are also introduced.

INSTRUMENTAL AND VOCAL MUSIC

The school offers special instruction in piano and voice culture and in wind and stringed instruments. The pianoforte course is as follows:

I—Foundation work in technique; Emery's Foundation Studies; National Graded Course I; Kohler, op. 157; Bertini, op. 100; Duvernoy, op. 176; all major scales; sonatinas; pieces by standard composers.

II—Biehl, op. 44, Book I; Biauer, op. 15; Czerny, op. 636; Lemoine, op. 137; easy sonatas; major and minor scales; arpeggios; and pieces by standard composers.

III—Selections from Czerny, op. 299; Heller, selected studies; scales and arpeggios continued; Bach, inventions; octave studies; sonatas; standard solos; ensemble playing.

IV—Clementi, Gradus ad Parnassum; Kullak, octave studies; Tausig, daily studies; Chopin, selected studies; Moscheles, op. 70; sonatas and compositions of Mozart, Beethoven, Mendelssohn, Schubert, Chopin, and others; ensemble playing.

Five pianos are included in the equipment of this department and students are privileged to rent them for practice purposes.

In the vocal department especial attention is given to voice placing, tone production, interpretation, phrasing, and enunciation. A thorough and systematic study of vocalises and etudes by Nava, Concone, Garcia, Marchesi, and Bordogni is undertaken. This is supplemented by songs of the best composers.

The following musical organizations are maintained: The

Choral Society, the Girls' Glee Club, the Boys' Glee Club; the Normal Choir, the Male Quartette, the Orchestra, and the Band.

A students' concert is given at the close of each semester.

ELOCUTION

Elocution is the art of eloquent expression. Its principles lead to such spiritual consciousness as will excite in the minds of hearers and impress upon them the feelings, the imaginations, and the passions which moved the author. Its object is to unite all powers of body, mind, and soul in the work of interpretation. The work of this department consists of Reading, Gesture, Voice Culture, Contests, and Plays. In reading the four volumes of "Evolution of Expression", by Charles Wesley Emerson, are used as a basis for class work, also "Essentials of Teaching Reading", by Sherman and Reed. In gesture work a system is studied which tends to free the physical agents and to direct toward poised and consistent action. The pantomime work makes action suggestive, training thought, muscle, and eye. The principles of voice culture are applied, exercises are given, and personal difficulties are dealt with. Good articulation and correct pronunciation are here emphasized. In play work the aim is to have forceful, graceful action upon the stage, combining technique, perfection in mechanics, and fullness of expression.

Students desiring private lessons may secure instruction at the prices listed under "Expenses".

GYMNASTICS

Physical training is required of all students. The large and generously equipped gymnasium offers excellent opportunities for physical development. Class work includes use of apparatus such as German horse, flying rings, traveling rings, striking bag, ladder, chest weight machine, parallel bars, etc.; also drill with dumb bells, Indian clubs, wands, balls and poles, breathing and flexing exercises necessary for the development and control of the muscles. The training fits the students to teach school room gymnastics.

BOOKKEEPING, PENMANSHIP, AND SPELLING

A semester is given to a careful study of
BOOKKEEPING business methods and bookkeeping, including billing and shipping goods, wholesale and retail; leasing property; writing and recording leases; filing papers; writing letters; care of general correspondence; handling all kinds of commercial paper as notes, receipts, drafts, checks, and bills of lading. Thorough drill is given in the practical use of all books used in bookkeeping, both single and double entry, opening and closing sets of books, care of the bank and cash book, balance sheets and bill books. The tablet system is used. So far as possible the work is reduced to an individual basis by having the student represent the parties to the transaction involving the payment of bills, discounts, care of the papers and bank accounts. Those who complete this course are enabled to teach the subject and are prepared to have general care of ordinary office work.

The object of this course is to teach rapid,
PENMANSHIP easily executed business writing. It is required of all students until they have attained the three utilitarian essentials—legibility, rapidity and ease of execution.

Much attention is given to this important sub-
SPELLING ject. Lists of words are studied as to meaning, syllabication and pronunciation. A thorough drill in correct spelling accompanies the proper use of words in sentences and paragraphs.

LIST OF STUDENTS

IN ATTENDANCE DURING THE YEAR 1909-10.

SENIOR CLASS

Post-Graduate Normal Course

Bush, Charles Oscar	Viroqua, Wis.
Clark, Ina Belle	Milbank
Hansen, Olga Sophie.....	Bird Island, Minn.
Hilton, Ada Frances	Loyalton
Wilson, Georgia Ruth.....	Aberdeen

Post-Graduate Academic Course

Price, Joseph Aden	Aberdeen
Taubman, Morton McKinley	Aberdeen

Advanced Normal Course

Aney, Edith Myrtle	Peever
Anthony, Minnie Rose	Dell Rapids
Auby, Emma Josephine	Bowdle
Bleser, Natalia Pauline	Milbank
Blake, Lucy May	Mellette
Brown, Grace Martha	Northville
Bue, Mary	Webster
Bush, Mattie Lilian	Viroqua, Wis.
Carroll, William John	Milbank
Casserly, Saidee Annetta	Elkton
Clancy, Hazel Madeline	Aberdeen
Clark, Loretta Maud	Aberdeen
Clayton, Clara Belle	Leola
Clough, Ella Bertha	Pierre
Cole, Mildred Nancy	Aberdeen
Cole, Rose LuVerne.....	Tyndall
Conway, Nina Elizabeth	Orient
Craig, Catherine Genevieve	Ethan
Crain, Mabel Etta	Monango, N. D.
Cummins, Lulu Elizabeth	Putney
Dellinger, Sarah Sherwood.....	Yankton
Dokter, Bessie	Andover
Dudley, Lula Lucinda	Bristol
Duerr, Jessie Hardenberg	Houghton
Eckert, Ethel Rose	Aberdeen
Eidem, Violet Margaretta	Forest City
Ford, Hazel Mae	Mansfield
Foss, Ida	Wilmot
Harris, Mabel Agnes	Aberdeen
Hay, Kathryn Melissa	Aberdeen
Hersey, Prudence Hubbard	Conde
Hill, Florence Maude	Sisseton
Holland, Elizabeth Ann	Elkton

Hundstad, Anna Karine	Bath
Hutsinpillar, Mary	Oakes, N. D.
Jacox, Maude A.	Britton
Johnson, Florence Rosella	Orange
Jorgenson, Ellen Christine	Yankton
Kellen, Angeline Mary	Faulkton
Kelley, Pearle Mary	Andover
Kidder, Florence Myra	Holmquist
Knapp, Ida Mae	Columbia
Kreiter, Mildred May	Webster
Lemmon, Irene	Pierpont
Little, Alice	Mellette
Makens, Nellie Elizabeth	Aberdeen, R. F. D.
Mangan, Margaret Bridget	Elk Point
Maxfield, Hettie Amelia	Milbank
McKenzie, Elbert	Elwood, Ia.
Peck, Marguerite Emmeline	Elkton
Peckham, Irene Mary	Aberdeen
Peitz, Mary Agnes	Hankinson, N. D.
Persun, Francis Jacob Ethelbert	Mildred, Pa.
Pinckney, Hazel Izora	Pierre
Sayers, Minnie Adeline	Milbank
Schmidt, Idah Ebert	Selby
Seide, Hulda Sarah	Milbank
Sherwood, Rozilla	Linton, N. D.
Slaatta, Emma Marie	Wilmot
Smith, Sunie Eila	Oakes, N. D.
Stewart, Eugenia Mae	Broadhead, Wis.
Sylvester, Beulah	Watertown
Warner, Grace Marie	Cooperstown, N. D.
Wegener, Irene Viola	Hecla
Welch, Inez Irene	Hurley
Williams, Adelaide Dakota	Marvin

Advanced Academic Course

Barton, Elsie	Mankato, Minn.
Bremer, Carl A.	Aberdeen
Britzius, Arno	Aberdeen, R. F. D.
Dawson, Hazelle Irene	Appleton, Minn.
Hayes, Marion Cleveland	Drake, N. D.
Jackson, John Henry	Aberdeen
Korte, John Fred	Aberdeen
Mason, Arthur Hugo	Aberdeen
Perry, Van Buren	Aberdeen
Sieh, Frank Leo	James
Spitler, Mae Leila	Aberdeen
Teichmann, Reuben Robert	Aberdeen
Teichmann, Samuel J.	Aberdeen
Webb, Gertrude Ina	Aberdeen
Woodman, Lillian Irene	Aberdeen

Advanced Mechanic Arts Course

Gallett, Delbert Lyon	Aberdeen
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College Preparatory Course

Anderson, Alma Claudine	Aberdeen
Brady, Charles Enoch	Herreid

Brady, Neva Bess	Herreid
Burgess, Antone Raymond	Allen, Nebr.
Griffith, Gladys Florence	Aberdeen
Larson, Valdemar Martin	Aberdeen
Petrie, Frances	Linton, N. D.
Petrie, Harry Lee	Linton, N. D.
Schamber, Ottilie Regina	Aberdeen
Seaman, Ralph Barnes	Warner
Shannon, Sarah Ellen	Ashton
Sheehan, Irene Genevieve	Aberdeen
Stebbins, MayBelle Victoria	Aberdeen

FOURTH AND FIFTH YEAR STUDENTS

Adams, Merle Ethelyn	Aberdeen
Amsden, Amy	Groton
Bennett, LeMoyné Brinkerhoef	Aberdeen
Brancel, Orville Mathew	Aberdeen
Burnham, Alice Annabel	Frederick
Bushnell, Mabel Irene	Coffeyville, Kan.
Cochran, Ceres Esther	Ipswich
Collins, John Wesley Theodore	Aberdeen
Connell, Orin Wilson	Aberdeen
Cunningham, Jessie Julia	Conde
Curtis, Laura Louise	Britton
Dunker, Frieda Emilie	Warner
Eddy, Wilma Elaine	Henry
Ennis, Hazel Maud	Stratford
Foster, Myrtle Wright	Aberdeen
Fulleton, Clyde	Aberdeen
Gullander, Magnhild Alvira	Bristol
Gullickson, Viola Henrietta	Claremont
Havey, Catherine	Aberdeen
Hayes, Beulah Mae	Edinboro, Pa.
Hendrickson, Cora Helmyne	Appleton, Minn.
Hendrickson, Eva Clareta	Appleton, Minn.
Herman, Lester Richard	Conde
Hughes, Elizabeth	Java
Jensen, Josie	Summit
Jockheck, Hilda	Durant, Ia.
Johnson, Willis Leslie	Aberdeen
Kelley, Ralph	Aberdeen
Kimball, Charles Harold	Aberdeen
Lathrop, Lydia Ann	Aberdeen
Lovejoy, Herbert C.	Aberdeen
McConnell, Helen Thornburgh	Aberdeen
McCoy, Jay V.	Aberdeen
McKay, Mabel Helen	Orient
Mead, Letha Grace	Aberdeen
Miller, Florence Edith	Hawarden, Ia.
Olander, Emil Theodore	Aberdeen
Overby, Edna Elizabeth	Mellette
Pierson, Joe	Aberdeen, R. F. D.
Port, Margaret Gertrude	Milbank
Rehfeld, Emma	Aberdeen
Rehfeld, Erna Hulda	Aberdeen
Reynolds, Nona Katherine	Canton
Sanborn, Beatrice Ethelyn	Baraboo, Wis.

Shaffer, Roy Ersul	Aberdeen
Sheldon, Harriet Belle	Andover
Sieh, John Henry	James
Smithers, Ethel Laura	Bowdle
Walter, Eunice Irene	Conde
Webb, Harold Lester	Hettinger, N. D.
Wells, Catherine Edith	Milbank

THIRD YEAR STUDENTS

Amsden, Kate	Groton
Arndt, Olga	Leola
Ball, Mattie	Ferney
Bonzer, Clara Mabel	Hettinger, N. D.
Briscoe, Laura Cecelia	Gettysburg
Burns, Edward Leo	Aberdeen, R. F. D.
Burns, Peter Sylvester	Aberdeen, R. F. D.
Byrne, Francis John	Faulkton
Conant, Eugenia Agnes	Bath
Crain, Elma Ellen	Monango, N. D.
Crandall, Dorothy Abbie	Aberdeen
Curtis, Augusta Bessie	Britton
Daly, Elizabeth Irene	Aberdeen
Daniels, Ida Blair	Ipswich
Draeger, Henry Herman	Groton
Elliott, Edith Genevieve	Verdon
Ericksen, Mabel Julia	Aberdeen
Ferguson, Etta Mae	Wetonka
Gillin, Carl Domonie	Bath
Gottschalk, Musette	Aberdeen
Gronseth, Celina	Britton
Harrington, Gladys Erdeen	Ashton
Honey, Anna Mae	Putney
Humphries, Pattie Eunice	Morristown
Huntington, Margaret Alice	Aberdeen, R. F. D.
Jackson, John Jacob	Aberdeen
Jilek, Anna M.	Mound City
Johnson, Carl Henry	Frankfort
Kepke, John Herman	Groton
Lockington, Leonard H.	Aberdeen
McLean, Agnes Frances	Conklin
Martin, Autie Harrison	Goreville, Ill.
Miller, Cora Louisa Anna	Columbia
Miller, Eva Joy	Ipswich
Miller, Lora Martha	Aberdeen
Nicholson, Beatrice Louise	Cresbard
Overby, May Frances	Mellette
Peterson, Edward Clarence	Hosmer
Rawson, William John	Groton
Regan, Francis Martin	Bath
Regan, John Edwin	Bath
Reue, Ruth	Leola
Ronayne, John Robert	Aberdeen
Ronayne, Mary	Aberdeen
Roundy, Grover Cleveland	Aberdeen, R. F. D.
Schlueter, Albert Arthur	Yankton
Sebring, Ethel Grace	Orient
Sieh, Charles Andrew	James

Slocum, Gladys	Ipswich
Sueltz, Elsie	Braddock, N. D.
Sueltz, Sophia Amelia	Groton
Sweet, Eugene Moran	Aberdeen
Turner, George Herbert	Leola
Viriden, Leola	Rowan, Ia.
Wettstein, Carrie	Conde

SECOND YEAR STUDENTS

Allen, Martha Matilda	Ipswich
Andersen, Adeline Ingeborg	Frederick
Bassett, Ruth Lovering	Aberdeen
Belseth, Dora Caspara	Wetonska
Bender, George Martin	Java
Boothroyd, Russell Bryan	Aberdeen
Brooks, Ray S.	Mansfield
Carlson, Arda Carliziva	Wetonska
Carlson, Elga Olive	Wetonska
Chamberlain, George	Aberdeen, R. F. D.
Cole, Mary Jeanette	Aberdeen
Conway, Verna Constance	Orient
Elliott, Douglas Stilwill	Tyndall
Fessenden, Lillian Maybelle	Wetonska
Freeland, Myrtle Edith	Claremont
Fritz, Ethel Elizabeth	Princeton, Kan.
Granger, Ethel Christine	Aberdeen
Granger, Oscar Sidney	Aberdeen
Hagan, Adella May	Stratford
Haire, Cora M.	Putney
Harper, Howard Earl	Aberdeen
Hast, Sidonia Biesheim	Bruce
Hinz, Ella Alma	Markesan, Wis.
Hundstad, Carl Edwin	Bath
Imlay, John Logan	Plankinton
Jamieson, Jean Ellen	Aberdeen
Johnson, Arthur Lee	Aberdeen
Kimmitt, Elizabeth	Ipswich
Krahn, Albertina	Aberdeen
Larson, Mabel Louise	Warner
Mikkleson, Emma Christina	Lebanon
Minard, David Proud	Aberdeen
Nesbitt, Lucinda Cole	Cortlandt
Olander, Amy Charlotte	Aberdeen
Olds, Myrtle May	Wessington Springs
Olsen, Alma	Aberdeen
Parker, Benjamin Franklin	Highmore
Parrott, Eva Myrle	Pierpont
Quam, George Norman	Mansfield
Rankin, Lydia Octavia	Bristol
Roundy, Jessie Ruth	Aberdeen, R. F. D.
Schwandt, Johanna Louise	Cortlandt
Seaman, Charles Leigh	Warner
Seeman, Mazie Julia	Rockham
Sharp, Florence Harriet	Goodwin
Sondergard, Anna May	Turton
Sueltz, Alma Maria	Groton
Sweet, Hallie Mae	Aberdeen

Swift, Martin Howard	Cresbard
Thomas, Kathryn Myrtle	Orient
Thompson, Hilma Charlotte	Lily
Vaaler, Rosa Marie	Aberdeen, R. F. D.
Waak, Lillian	Aberdeen
Wagner, Florence Correne	Mitchell
Welsh, Lee	Aberdeen
Westin, Anna Eugenia	Aberdeen, R. F. D.

FIRST YEAR STUDENTS

Aldritt, Lloyd Earl.....	Wetonka
Anderson, Amy Cecelia	Lily
Anderson, Carl Herbert	Aberdeen
Anderson, Jeanette	Aberdeen, R. F. D.
Bohle, George, Jr.	Artas
Bovee, Jessie Birdene	Turton
Bower, Leroy Clarence.....	Bath
Brancel, Lowry Leroy	Aberdeen
Buene, Josie Emily.....	Columbia
Burns, Laurence Francis	Aberdeen
Carleton, Fred Coburn.....	Heron Lake, Minn.
Carmine, Raleigh Linnaeus.....	Groton
Clemans, Glada Belle	Columbia
Delzer, William.....	Ashley, N. D.
De Witte, Burdette.....	Highmore
De Witte, Henrietta Lucile.....	Highmore
Doonan, Kathleen Mary.....	Ipswich
Fawcett, Laura Vivian.....	Bowman, N. D.
Fawcett, Velma Marguerite	Bowman, N. D.
Fornell, Frances W.....	Stockholm
Freeman, Frank Henry.....	Aberdeen
Fulker, Clara Belle.....	Aberdeen, R. F. D.
Garman, Ralph Edson.....	Ferney
Gasperich, Margaret Veronica.....	Onida
Gearey, Harrison George.....	Cortlandt
Groves, Mary Margaret.....	Bradley
Hagen, Edna Theresa.....	Waukon, Ia.
Hallstrom, Marie Huldah.....	Webster
Harmon, Carroll Breece.....	Putney
Heidenrich, Annie.....	Mansfield
Henderson, Mary Josephine	Faultkon
Herberer, John Adam.....	James
Hire, Leale Eleanor.....	Aberdeen
Howe, Onolee.....	Aberdeen
Huber, Philip.....	Herreid
Jesme, Hattie Louise.....	Florence
Jillson, Jennie Ellen.....	Ipswich
Jump, Mary Winifred.....	Aberdeen
Kepke, Irving.....	Groton
Kimberly, Finch.....	Beresford
Larson, Alveda	Aberdeen, R. F. D.
Larson, Lloyd John	Warner
Lindsey, June.....	Aberdeen, R. F. D.
Mahan, Floyd John.....	Turton
Maltby, Marilla Melvina.....	Groton
Neby, Carrie.....	Frederick
Nelson, Mabel Christine	Cogswell, N. D.

Nelson, Marie.....	Lake Wilson, Minn.
Nesbitt, Bessie Edith.....	Cortlandt
Olander, Adolph Curtiss.....	Aberdeen
Price, Florence Charlotte.....	Aberdeen
Price, Howard Scott.....	Aberdeen
Rahn, Wilfred Maurice.....	Aberdeen
Rasmusson, Irene Mathilda.....	Crocker
Rehfeld, Ernest Otto.....	Aberdeen
Reynolds, Erma Margaret.....	Aberdeen
Rider, Ruby	Florence
Riesdorph, Mary Elizabeth.....	Houghton
Roundy, Lela Belle.....	Aberdeen, R. F. D.
Schrandt, Cora.....	Chelsea
Schwandt, Otto Herman.....	Mina
Simmons, Gladys Orpha.....	Randolph
Sondergard, Alice Viola.....	Turton
Stanton, Jessie Victoria.....	College Springs, Ia.
Steel, Mary Anna.....	Ortley
Sullivan, Ethel Marie.....	Athol
Tiffany, Josephine Katherine.....	Aberdeen
Vanderhoef, Hazel Mae.....	Baraboo, Wis.
Waurich, Gertrude Elsa	Aberdeen
Westover, Carlos Espy	Blunt

COMMERCIAL AND PREPARATORY STUDENTS

Cooper, Clair Alfred	Stirum
Deffebach, Harry	Ellingson
Denzin, Fred Earnest.....	Groton
Elsen, Emil John.....	Hecla
Evans, Kathleen Marie.....	Aberdeen
Farmer, Harvey Mathew.....	Aberdeen
Fisher, Grace Myrtle	Mansfield
Foster, Mabel Blanche.....	Stratford
Gall, Gustav.....	Herreid
Griffith, Mary Elizabeth.....	Ipswich
Harrington, Austa	Mansfield
Harrington, Inez Marie.....	Mansfield
Heinz, Theresa Angelina.....	Ipswich
Huwe, William Carl.....	Bristol
Jones, David John.....	Spain
Kohlhoff, Laura.....	Aberdeen
Lee, Myrtle Hilmay.....	Aberdeen, R. F. D.
Luke, Chester Hurbut.....	Aberdeen, R. F. D.
Perry, Orville Jesse.....	Aberdeen
Riesdorph, Vena Ida	Houghton
Roehr, Lena Louise.....	Spain
Shoemaker, Kyle Walker.....	Stratford
Smith, Voyle Auville	Aberdeen, R. F. D.
Solberg, William Irving.....	Aberdeen, R. F. D.
Thurston, Frank.....	Glenham
Voigt, Anna Marie.....	Aberdeen
Wells, Alma.....	Aberdeen
Wilson, Oscar Monroe.....	Ionia, Mich.
Yeoman, Anton John.....	Aberdeen, R. F. D.
Young, Anna Eliza.....	Pierpont

BRIEF INDUSTRIAL STUDENTS

Elsom, James Thomas.....	Britton
Ford, Glen Franklin.....	Mansfield
Heidner, Herman Frank.....	Great Bend, N. D.
Holum, Gilbert Nicholas.....	Groton
Kolbo, Walter Bernard.....	Aberdeen
McPartland, Joseph Francis	Murdo
Walter, Barton Ray.....	Conde
Wockenfuss, Henry John.....	Groton
Wolter, Carl William.....	Aberdeen, R. F. D.

SPECIAL STUDENTS

Andersen, Clara Ethelda.....	Frederick
Austin, Gertrude Blanche.....	Milbank
Cason, Everett Emery.....	Aberdeen
Cochran, Mrs. O. W.....	Ipswich
Combs, Tillie	Aberdeen.
Couch, Coral.....	Aberdeen
Cuykendall, Vera.....	Aberdeen, R. F. D.
Gill, May Smith.....	Aberdeen
Goffe, Edna Frances	Aberdeen
Granger, John Elihu.....	Aberdeen
Granger, Margaret.....	Aberdeen.
Gustafson, Marie Christina.....	Aberdeen, R. F. D.
Heidner, Bertha Elizabeth.....	Great Bend, N. D.
Heidner, Emma Sylvia.....	Great Bend, N. D.
Honegger, Eugene.....	Aberdeen
Jackson, Edward.....	Aberdeen
Jump, Alma Bissey.....	Aberdeen
Kerns, Margaret Anna.....	Milbank
Krueger, William.....	Stratford
Lauesen, Helen.....	Aberdeen
Leach, Ivan Dunn.....	Aberdeen
Lesh Marguerite	Aberdeen
McCann, Guy Theodore.....	Aberdeen
McCauley, Willard Jay.....	Ashton
Makens, Mary Ann Frances.....	Aberdeen, R. F. D.
Marshall, Jessie Belle.....	Charter Oak, Ia.
O'Donnell, Jane.....	Aberdeen
Pangburn, Jessie.....	Faulkton
Pouliot, Gordon Louis.....	Aberdeen
Pouliot, Hazel May.....	Aberdeen
Rasche, Mrs. W. F.....	Milwaukee, Wis.
Rider, Jane.....	Waubay
Schley, Armund Theodore.....	Groton
Soakup, Elsie.....	Ipswich
Squire, Goldie A.....	Aberdeen
Stains, Effie Mabel.....	Webster
Strauss, Helen Graff.....	Aberdeen
Tanberg, Anna Gurine.....	Aberdeen, R. F. D.
Thompson, Myrtle Amelia.....	Groton
Tiffany, Jay	Aberdeen.
Welsh, Robert James.....	Aberdeen
Whitman, Rena.....	Loyalton
Winter, Caroline Mary.....	Aberdeen, R. F. D.

Winter, Rosa Elizabeth.....Aberdeen, R. F. D.
Wright, Leroy.....Aberdeen

PUPILS OF THE TRAINING SCHOOL

Grade I

Arness, John	Richards Catherine
Berg, Kolbyourn	Rosenberg, Mamie
Draper, Ethel	Sherman, Floyd
Draper, Joseph	Slater, Homer
Fusk, Anna	Timm, Mabel
Fusk, Sigred	Tower, Edwin
Ingalls, Agatha	Wells, Violet
Lindsey, Leland	Worl, Vernon
Madden, Martha	Wosnuk, Vivian

Grade II

Anderson, Frances	Smith, Flossie
Berg, Reidar	Smith, Harvey
Burr, Glen	Tormey, Lucile
Cross, Lester	Tower, Willie
Day, Kenneth	Wells, Harry
Day, Rosetta	Whaley, Bertram
Foncannon, Vivian	Williamson, Helen
Granger, Elva	Wosnuk, Alice
Olander, Ruth	

Grade III

Bjork, Olive	Ingalls, Leona
Couch, Beulah	Jamieson, Lillian
Drown, Ned	Richards, Everett
Faus, Ione	Sayers, Floyd
Fulker, Merle	Sayers, Guy
Fulker, Terry	Tower, Mary
Goodwin, Alfred	Whaley, Leo
Granger, Glen	

Grade IV

Blow, Byron	Granger, Olive
Burr, Roy	Madden, James
Coen, Bertha	Richards, Edith
Couch, Beulah	Smith, Gertrude
Day, Ralph	Smith, Gladys

Grade V

Anderson, Lawrence	Jump, Marguerite
Berg, Ragnhild	Loucks, Theodore
Bowlby, Floyd	Maloney, James
Coen, Edith	Reese, Charles
Collins, Earl	Sayers, Jay
Crain, Dorothy	Sholley, Mabel
Draper, Mary	Timm, Edwin
Everard, Arthur	Tower, George
Green, Charlotte	Vanderhoef, Lewis
Huemoeller, Arthur	Williamson, Marjorie
Janecke, William	

Grade VI

Arness, Evelyn
 Bjork, Paul
 Couch, Coral
 Dixon, Lillian
 Drown, Helen
 Fischer, Carl
 Green, Blanche
 Hartman, Carl
 Hartman, Marie
 Hartman, William
 Heidner, Cora
 Huemoeller, Olga

Jacobson, Anna
 Jamieson, Persis
 Johnson, Clarence
 Olander, Carl
 Peers, Harold
 Price, Forest
 Smith, Ruth
 Smith, Vesta
 Tower, Carl
 Troutman, Emmanuel
 Vaaler, Theodore

Grade VII

Arness, Carl
 Bentz, Christian
 Chapman, Ella
 Drake, Roy
 Granger, Roe
 Heidner, Adella
 Heidner, Laura
 Jump, Alma
 Loucks, Lessie
 McLean, Novella

Maloney, Mary
 Ronayne, Patricia
 Sharrett, Josephine
 Slater, Edva
 Timm, Harry
 Timm, Susie
 Tower, Guy
 Wells, Mervel
 Williamson, Alan

Grade VIII

Foeth, Elizabeth
 Gregson, Agnes
 Griffith, Margaret
 Heidner, Elmer
 Heidner, Emma
 Hohensee, William
 Howe, Waneeta
 Huntington, Ernest
 Johnson, Stanley
 Kuechle, Elmer
 Lee, May

Lindsey, Raymond
 O'Meara, Irwin
 Price, Marie
 Ronayne, Letitia
 Shaffer, Bertha
 Sharrett, Myrl
 Storch, Emma
 Thompson, Myrtle
 Tower, Sadie
 Voigt, Esther
 Wheeler, Gladys

Special Pupils

Lee, Tai Wha
 Sahlie, Fred
 Schiermeister, Christian

Schile, Joseph
 Waurich, Gertrude

INSTITUTE AND SUMMER SCHOOL STUDENTS

Alger, Mrs. VernonAberdeen
 Amley, CamillaAberdeen
 Amsden, Amy.....Groton
 Amsden, DoraGroton
 Anderson, AlmaAberdeen
 Aney, Edith.....Peever
 Arneson, RosaVienna
 Arntz, Mary B.....Aberdeen
 Auby, Lottie.....Lily
 Augustine, SisterAberdeen

Axness, Clara.....	Sisseton
Bacon, Grace V.	Huffton
Bacon, Lura	Huffton
Baker, Delila.....	Wetonka
Baker, Elizabeth.....	Wetonka
Baker, Laura J.	Westport
Baril, Clara.....	Pierpont
Bartholme, Hilda	Houghton
Benedict, Sister	Aberdeen
Bengtsson, Lilly	Hecla
Bernard, Sister	Aberdeen
Bickelhaupt, Doris	Aberdeen
Bishop, W. K.	Aberdeen
Bode, H. L.	Presho
Bonaventure, Sister Mary	Aberdeen
Bonsness, Nilborg.....	Aberdeen
Bopes, Clella.....	Aberdeen
Bostad, Caspara	Redfield
Bowditch, Lillian	Aberdeen
Boyer, Evelyn.....	Aberdeen
Brady, Neva	Aberdeen
Brannon, Edith	Milbank
Bray, Ellen.....	Aberdeen
Brewster, Joyce.....	Wecota
Briggs, Harry A.....	Aberdeen
Britzius, Adelia.....	Aberdeen
Brown, Grace	Northville
Brown, Lucy.....	Groton
Brown, Nina A.	Groton
Brown, Zilla.....	Britton
Bruce, Laura W.	Aberdeen
Bryant, Willetta	Sisseton
Burge, Gladys	Faulkton
Burge, Myrtle L.....	Faulkton
Burnham, Alice	Frederick
Burroughs, Maude	Frederick
Cady, Byron.....	Aberdeen
Carlson, Martha A.....	Mound City
Cassel, Harriet	Aberdeen
Cavanaugh, Mrs. E.....	Emery
Chamberlain, Florence	Frederick
Chamberlain, Hazel	Aberdeen
Cheska, Miladi	Bowdle
Churchill, Celestia	Mound, N. D.
Cobb, Myrtle	Waubay
Cochrane, S. A.	Groton
Cole Mildred	Aberdeen
Conant, Eugenia.....	Bath
Conway, Althea.....	Twin Brooks
Cooper, Gladys.....	Hecla
Corrington C. L.....	Cortlandt
Coulter, Ethel.....	Ipswich
Croal, Elizabeth	Sisseton
Crowe, Ferne.....	Forbes, N. D.
Curry, Blanche	Aberdeen
Cutler, Mae.....	Claremont
Cuykendall, Leila.....	Aberdeen
Daly, Florence E.....	Aberdeen

Daly, George B.	Columbia
Daly, Jeannette	Columbia
Dean, Viva	Bath
Deitz, Clayton A.	Groton
Denison, Inez	Westport
Dent, Bertha	Aberdeen
DeSales, Sister	Aberdeen
Dokter, Bessie	Andover
Drum, Florence	Aberdeen
Dudley, Lula	Aberdeen
Earle, William	Aberdeen
Eckert, Erma	Aberdeen
Eckert, Ethel	Aberdeen
Eddy, Helena	Aberdeen
Edmunds, Rose	Aberdeen
Edson, Elva I.	Frederick
Edwards, Fannie C.	Groton
Elford, Bertha	Roscoe
Elling, Marie	Selby
Ellinghausen, Gesine	Hecla
Elliott, Ethel G.	Verdon
Emmert, Hortense	Alcester
Engle, Cora M.	Ipswich
Erickson, Mabel	Aberdeen
Everson, Bessie	Columbia
Ferguson, Leda	Ida Grove, Ia.
Ferguson, W. H.	Bridgewater
Fessenden, Maybelle	Wetonka
Fjon, Emma	Pollock
Flansburg, John R.	Mechanicsville, Ia.
Follett, Pearl J.	Armour
Ford, Mary E.	Estelline
Foss, Ida	Wilmot
Fountain, Edith	Pierpont
Frances, Sister	Aberdeen
Fuller, Emma	Lake Preston
Furrow, Ethel	Parker
Gallett, Delbert	Aberdeen
Gaylord, A. A.	Aberdeen
Glover, Roy S.	Hecla
Godfrey, Minnie	Amherst
Gorman, Gertrude	Aberdeen
Gorman, Hazel	Wilmot
Green, Alberta	Aberdeen
Gregson, Lettie	Aberdeen
Grimes, Maude E.	Lily
Grouell, Nannie	Putney
Gullickson, Viola H.	Claremont
Gustafson, Clara J.	Aberdeen
Hafner, Anna	Groton
Hafner, Martha	Groton
Hafsos, Clarine	Aberdeen
Hagen, Edna T.	Waukon, Ia.
Hagenbach, W. S.	Aberdeen
Hall, Curtiss	Aberdeen
Hanson, Clara	Aberdeen
Harper, Mable	Twin Brooks
Harrison, Laura E.	Aberdeen

Hay, Marion	Aberdeen
Heck, Elizabeth	Elkton
Heffernan, Alice	Big Stone
Hickman, Ethel C.	Bath
Hiebel, Leonard B.	Waterloo, Wis.
Hilbert, Amelia	Bath
Hove, Laura	Bath
Holland, Teresa	Putney
Hopkins Frances	Aberdeen
Hopkins, R. Mae	Aberdeen
Hopkins, Winnifred	Aberdeen
Horsley, Mildred	Webster City, Ia.
Hougen, Louise	Wilmot
Hunter, Mrs. Nellie J.	Aberdeen
Ingelse, Nell	Groton
Irons, Robert B.	Aberdeen
Jacobson, Alma	Glenham
Jacobson, Mary C.	Glenham
Jewell, Vera	Aberdeen
Jilek, Anna M.	Mound City
Jockheck, Ella	Aberdeen
Johnson, Edith E.	Groton
Johnson, Kittie M.	Aberdeen
Johnson, Millie	Columbia
Johnson, Sophia	Bristol
Johnston, Maude E.	Twin Brooks
Jones, Esther	Aberdeen
Jones, Ethel	Parker
Jones, Ethel E.	Ferney
Jorgenson, Johnanna	Aberdeen
Kane, Inez M.	Huffton
Keegan, Lillian	Aberdeen
Kelley, Luverne	Aberdeen
Kilpatrick, Agnes	Houghton
Kimmit, Elizabeth	Ipswich
Kindschy, Ena	Groton
Kinzer, Aura E.	Frederick
Kittelson, Cora	Aberdeen
Kohl, W. E.	St. Peter, Minn.
Koltes, Emma	Waukon, Ia.
Kribs, Edith	Aberdeen
Kribs, Olive	Aberdeen
Kuntz, Emilie L.	Groton
Ladd, Frances	Cortlandt
La Qua, E. Maye	Hankinson, N. D.
Lathrop, Meda	Aberdeen
Lingo, Ruth C.	Faulkton
Litch, Bertha	Claremont
Lockington, Leonard	Aberdeen
Lohr, Marie A.	Estelline
McCann, Edith	Aberdeen
McCann, Gertrude	Aberdeen
McCormick, Theresa	Aberdeen
McCoy, Alice	Aberdeen
McCoy, Lelah	Aberdeen
McCoy, Rhoda	Aberdeen
McGeough, Alice	Vesta, Minn.
McGeough, Ellen	Vesta, Minn.

McKernan, Teresa	Milbank
McKillips, Mrs. F. Ella	Albia, Iowa
McKinnon, Elizabeth	Putney
McKinnon, Margaret	Glenham
McMurtry, Blanche	Armour
Makens, Anna	Aberdeen
Maltby, W. J.	Groton
Martyn, Elizabeth	Pierpont
Marvin, Inez	Corona
Mead, Bernice	Aberdeen
Mead, Letha	Aberdeen
Meier, Emeline R.	Aberdeen
Meyers, Rosa	Bowdle
Mitchell, Elizabeth	Hecla
Morgan, Margaret	Bath
Moore, Alice B.	Andover
Moore, M. Frances	Des Moines, Ia.
Morin, Alvida	Aberdeen
Moyle, Mamie C.	Westport
Mulligan, Mary	Groton
Mulligan, Saidee	Ferney
Murphy, L. L.	Hecla
Nash, Alta C.	Aberdeen
Nash, Ester	Aberdeen
Nash, Nellie J.	Aberdeen
Nelson, Marie	Lake Wilson, Minn.
North, Stella	Aberdeen
Ochs, Martha	Milbank
Ochs, Nellie	Aberdeen
O'Connell, Mae E.	Frederick
O'Connor, Agnes	Aberdeen
O'Connor, Kathryn	Aberdeen
O'Connor, Mayme	Aberdeen
Ottman, Florence L.	Aberdeen
Otto, Edith	Sisseton
Otto, Julia	Sisseton
Overby, Ella M.	Mellette
Parmenter, Mabel J.	Clark
Parrott, Eva	Aberdeen
Parrott, Norma	Aberdeen
Patricia, Sister Mary	Aberdeen
Perkins, Edith	Bristol
Perkins, Lottia L.	Groton
Persun, Francis	Mildred, Pa.
Pierson, Edith	Aberdeen
Powers, Ethel	Groton
Preston, May	Groton
Pryer, Edna M.	Aberdeen
Quam, Norman	Mansfield
Rarick, Myra	Lily
Reed, Ruby M.	Northville
Regan, John E.	Bath
Rice, Mabel L.	Aberdeen
Richert, Matilda	Mansfield
Rickard, Blanche	Hettinger, N. D.
Rider, Verna A.	Waubay
Riesdorph, Elizabeth	Houghton
Robinson, Cora M.	Sisseton

Robinson, Ellen W.	Groton
Robinson, Olo	Groton
Robinson, Pearl F.	Sisseton
Rogers, Annie M.	Stratford
Ronayne, Margaret.	Aberdeen
Rumrey, Carrie.	Ordway
Rumrey, Junie	Ordway
Ryan, Julia	Aberdeen
Sanborn, Beatrice	Aberdeen
Sanderson, Grace R.	Aberdeen
Schaeffer, F. F.	Langford
Schamber, Otilie	Eureka
Scherman, Ella	Frederick
Seaman, Carrie A.	Warner
Seaton, Sylva D.	Frederick
Senn, Meda	Frederick
Shank, Edith	Hecla
Shanley, Alice	Mansfield
Sherwood, Rozilla	Linton, N. D.
Shoemaker, Mae	Stratford
Slack, Alice E.	Mellette
Slocum, L. F.	Aberdeen
Smalley, May M.	Columbia
Smith, F. K.	Aberdeen
Smith, Leona	Clark
Stains, Effie M.	Webster
Stedman, Ethel E.	Roscoe
Stelter, Bertha H.	Groton
Stevens, Florence	Aberdeen
Stevens, Irl	Aberdeen
Stewart, Anna	Bath
Stewart, E. Katheryn	Bath
Stromberg, Otto	Frederick
Swanson, G. W.	Aberdeen
Swearingen, Mary J.	Groton
Swenson, Carrie	Aberdeen
Teichmann, Esther	Aberdeen
Thiel, Lois	Britton
Thompson, Jeanette	Frankfort
Tunby, Marie	Houghton
Udell, Lucile	Pierpont
Vander-Horck, Elesä	Britton
Venoss, Mabel	Alexandria, Minn.
Vik, Belinda	Aberdeen
Von Tobel, Frank	Groton
Von Tobel, Maud	Groton
Wallace, Margaret	Aberdeen
Washburn, Clara M.	Aberdeen
Watt, Genevieve	Ferney
Webb, H. E.	Aberdeen
Webb, H. L.	Aberdeen
Webster, Agnes	Aberdeen
Wegner, Emilie	Groton
Welsh, Nellie	Aberdeen
West, Effie	Aberdeen
Whitman, Rena	Loyalton
Wilber, Rhoda	Columbia
Williamson, Lulu	Aberdeen

Woodman, Lillian Aberdeen
 Young, Elizabeth Frankfort
 Young, Irving Groton

SUMMARY OF ATTENDANCE

Normal and Industrial students.....	418
Training School pupils	150
Music students	65
Summer School students	306
	<hr/>
Total	939
Counted twice	115
	<hr/>
Net Total	824

LIST OF GRADUATES

Officers of the Alumni Association.

Russel O. Webster	President
Catherine G. Craig	Vice-President
Tom Scanlan	Secretary-Treasurer

CLASS OF 1903

Bieber, Louise	Aberdeen (U. of Minn.)
Copeland, May	Sunnyside, Wash.
Giddings, Leander.....	Albany, Ore.
Green, Alberta	Pierre
Rice, Mabel	Summit
Smith, Calla (Mrs. C. A. Newton).....	Aberdeen
Washburn, Clara	Aberdeen
Williams, Ursula (Mrs. R. E. Whitla).....	Coeur d'Alene, Ida.
Zietlow, Nina	Aberdeen

CLASS OF 1904

Arntz, Mary	Aberdeen
Bryant, Willetta	Sisseton
Campbell, D. C.....	Virginia City, Mont.
Carroll, Rose (Mrs. Albert Aitken).....	Glenburn, N. D.
Copeland, June	Sunnyside, Wash.
Ellison, Ernest	Java
Gage, Leslie	Duluth, Minn.
Giddings, Luther	Farmer
Hammock, Katherine C.	Marysville, Mo.
Harris, Minna (Mrs. Orlick O. Duncan)....	Virginia City, Mont.
Jorgenson, Ole	Aberdeen
Ladd, Frances	Ipswich
McCann, Edith	Aberdeen (P. & S.)
McKenna, Emmett	Edgeley, N. D.
Olson, Clara	Aberdeen
Sims, Inez	Aberdeen
Stratton, Beulah	Bridgewater
Tooker, Olive (Mrs. Emmett McKenna)....	Edgeley, N. D.

CLASS OF 1905

Armstrong Emily J.	Vancouver, Wash.
Boundey, Elwin J.....	San Jose, Cal.
Cummins, Nora B.	Aberdeen (U of Minn.)
Halbert, Verda	Aberdeen
Houchin, Margaret (Mrs. F. B. Carter).....	Kennebec
Johnson, Carrie	Cresbard
Lundquist, Gilbert	Evanston, Wyo.
Latta, Kathryn	Butler
McCormick, Mayme	Bowdle

McKenna, Frank	Twin Brooks (U. S. D.)
Murdy, Serelda	Aberdeen
Musch, Clara	Mellette
Oyhus, Augusta M. (Mrs. H. Melgaard)....	Aberdeen
Porter, Grace	Doland
Sims, Beulah (Mrs. T. D. Potwin)	Lemmon
Sliter, Pearl A. (Mrs. E. H. Solke).....	Aberdeen
Tower, Lee S.	Sheridan, Mont.
Wilson, Frances (Mrs. H. F. Noble).....	Beverly, Wash.
Wilson, Margaret	Pierre

CLASS OF 1906

Auerbach, Abraham	Ashley, N. D.
Brooks, Ida.....	Aberdeen (U. of Minn.)
Chute, Freeman Guy.....	McCoy, Ore.
Cummins, Carl	St. Paul, Minn.
Denison, Inez Mae	Independence, Ore.
Dennis, Mary	Bryant
Dutcher, Essie May.....	Ardoch, N. D.
Fabian, Bertha Louise (Mrs. R. M. Jung)....	Parkers Prairie, Minn.
Ferguson, William Henry	Bath
Fleming, Florence (Mrs. F. B. Purdy).....	Milbank
Flint, Cleo Jeannette (Mrs. A. R. Tyler)....	Sisseton
Goffe, Edna Frances.....	Aberdeen
Gregson, Lettie	Fairgrounds, Ore.
Hazen, Grayce, (Mrs. Henry I. Lettman)....	Post Falls, Ida.
Johnson, Edith E.	Groton
Kittelson, Cora Jennette.....	Aberdeen
Letson, Mabel A. (Mrs. F. G. Chute).....	McCoy, Ore.
Locken, Ida Sophia (Mrs. O. J. Svarstad)...	Aberdeen
Maxwell, Leota W.	Aberdeen
McCoy, Lelah Kate	Pierre (U. of Chi.)
McCoy, Rhoda	Aberdeen (Stout Inst.)
Mielke, Helmuth E.	Conde (U. of Minn.)
Nicola, Frances	Butler
O'Donnell, Dennis	Aberdeen (P. & S.)
Olds, Dorothy (Mrs. L. J. Lukanitsch).....	Sisseton
Peake, Mary Bess.....	Edgeley, N. D.
Porter, Mayme	Aberdeen
Pryer, Edna May.....	Cambridge, Mass.
Purdy, Fred B.....	Milbank
Savage, Edith Evangeline.....	Aberdeen
Shanley, Adrian	Mansfield
Smith, Minnadell Jacquetta.....	Aberdeen
Voigt, Arthur	Conova
Young, Mabel Grace	Athol
Young, Olive Ersel (Mrs. Paul Elfrink)....	Selby

CLASS OF 1907

Post-Graduate Normal Course

Nash, Nellie Jane.....	Dayton, Wash.
Tower, Pearl Adella.....	Everett, Wash.
Williams, Winifred (Mrs. P. D. Southworth)...	Roswell, N. M.

Advanced Normal Course

Anderson, Olga	Wilmot
Bonsness, Nilborg	Claremont
Boyer, Evelyn Groves.....	Aberdeen
Britzjus, Adelia Alvina.....	Aberdeen, R. F. D.
Clement, Laura Emma.....	Spearfish
Croal, Elizabeth	Sisseton
Darling, Ruby I. E.	Victor, Col.
Hoffman, Geneva Belle	Middletown, Conn.
Hopkins, Rhoda May.....	Aberdeen (Dak. Wes.)
Hougen, Isabelle	Summit
Jones, Tracy L.....	Bryant
Larson, William Ludwig	Aberdeen
Lindekugel, Lemana Emma	Aberdeen
Lovejoy, Mary Agnes	Milbank
Lueck, Mamie J.	Aberdeen
McKenna, James Edward	Twin Brooks (U. S. D.)
McKinnon, Elizabeth	Langford
Marshall, Jessie Belle.....	Charter Oak, Ia.
Mitchell, Elizabeth	Hecla
Omdahl, Ella Sophia.....	Edton, N. D.
Opdahl, Christiana Fredrikke	Vienna
Ottman, Florence (Mrs. S. D. Rankin)....	Bristol
Payne, Chlora Delpha (Mrs. H. J. Strand).....	Ellendale, N. D.
Prevey, Lola Maud	Peever
Quinn, Vilas	Aberdeen
Shank, Edith Marie.....	Oldham
Sheehan, Marguerite Marie.....	Aberdeen
Skorupinski, Paul Charles.....	Wilmot
Swenson, Carrie	Aberdeen, R. F. D.
Thomas, Alwilda Edgarda.....	Meeker, Col.
Tiffany, Edna F. (Mrs. C. A. Griffin).....	Selby
Tower, Minnie Jane.....	Everrett, Wash.
Udell, Gladys Elizabeth.....	Victor, Wash.
Vander-Horck, Elesa	Oakes, N. D.
Wardle, Lillian Alma.....	Ipswich
Webb, Marion	Flandreau

Elementary Academic Course

Allen, Margaret Estelle (Mrs. R. T. Hart)....	Minneapolis, Minn.
Barron, Hazel Berenice.....	Ipswich (Stout Inst.)
Bickelhaupt, Carroll Owen.....	Aberdeen (U. of Wis.)
Bickelhaupt, William Verne.....	Aberdeen (U. of Wis.)
Bottum, Frank	Aberdeen (U. of Col.)
Deits, Harry Lou.....	Seattle, Wash.
Easton, Violet	Aberdeen
Granger, John Elihu.....	Aberdeen
Lamont, Maurice Brereton.....	Aberdeen (U. of Wis.)
Prestegard, Oscar	James (U. of Wyo.)
Smith, Forrester Paul.....	Groton, (U. of Minn.)
Vroman, Frank Perry.....	Minneapolis, Minn.
Welsh, Nellie Agnes.....	Aberdeen

Household Economics Course

Adams, Maple F. (Mrs. C. A. Wilkinson)....	Chicago, Ill.
Cheatham, Lida	Aberdeen

Harris, Winnifred Susie.....	Aberdeen
Taubman, Olive Teare.....	Aberdeen

CLASS OF 1908

Post-Graduate Normal Course

Ferguson, William Henry.....	Bath
Gage, Matilda Jewell.....	Aberdeen
Hunter, Mrs. Nellie J.....	Aberdeen
Huntington, Lucy Blanche.....	Bismarck, N. D.
Lovejoy, Mary Agnes.....	Milbank
Morin, Alvida Josephine.....	Miller
Quinn, Vilas	Aberdeen
Tripp, Gertrude	Bradley
Welsh, Nellie Agnes.....	Aberdeen
Young, Mabel	Athol

Advanced Academic Course

Bottum, Frank	Aberdeen (U. of Col.)
Vroman, Frank Perry.....	Minneapolis, Minn.

Industrial Normal Course

Delts, Harry Lou	Seattle, Wash.
------------------------	----------------

Advanced Normal Course

Althen, Charlotte May.....	Armour
Amsden, Mamie Aneta.....	Milbank
Cannam, Orpha.....	Armour
Connell, Ora Jennie.....	Aberdeen
Cummins, Erwin	Aberdeen (N. W. Med.)
Daly, Florence Elizabeth.....	Iroquois
Dunlevy, Ellen Leah.....	Big Stone
Edmunds, Rose.....	Hecla
Fuller, Martha Sarah.....	Frederick
Hay, Marion	Aberdeen
Jaquith, Fannie Belle	Highmore
Jewell, Vera	Aberdeen
Jordan, Veronica	Freeman
Keegan, Lillian	Salem
Kelley, Luverne	Warner
McEachran, Florence	Pierpont
McMurtry, Blanche	Groton
McNutt, Fanny Evelyn (Mrs. John Goltmie).....	Aberdeen
Mather, Margaret Edwina.....	Groton (North Western)
Mulligan, Mary Katherine.....	Groton
Nash, Ester Grace	Aberdeen, R. F. D.
O'Connor, Agnes Rose	Clear Lake
O'Connor, Kathryn Elizabeth.....	Geddes
Pederson, Hannah Almina	Appleton, Minn.
Ryan, Julia Marie.....	Bath
Schamber, Helena	Eureka
Stains, Effie Mabel (Mrs. John Dickerson).....	Aberdeen
Stevens, Florence Lucy.....	Bradley
Stevens, George Irl	Peever

Elementary Academic Course

Campbell, Donald H., deceased.....	Aberdeen
Kribs, Edith	Pierpont
Kribs, Olive	Summit
Krogh, Gudrun	Aberdeen (U. of Minn.)
McCoy, Alice	Waubay
Nash, Alta Corwith	Freeman
Ottman, Harley	Lewistown, Mont.
Perry, Madaleine	Aberdeen (Downer)
Scanlan, Tom	Bradley (Geo. Wash. U.)
Sweet, William Ray.....	Mansfield
Thompson, Gertrude	Aberdeen (U. of Chi.)

CLASS OF 1909**Post-Graduate Normal Course**

Furrow, Florence Ethel	Parker
Jones, Ethel	Plankinton
McCoy, Alice	Waubay
Nash, Ester Grace.....	Aberdeen, R. F. D.
O'Connell, Mary Catherine	Redfield
Stevens, Florence Lucy.....	Bradley
Stevens, George Irl	Peever
Voigt, Arthur.....	Conova

Advanced Academic Course

Perry, Madaleine	Aberdeen (Downer)
Thompson, Gertrude Clarissa.....	Aberdeen (U. of Chi.)

Advanced Normal Course

Arneson, Rosa Ann	Claremont
Axness, Clara Theoline	Sisseton
Bengtsson, Lilly Mathilda	Oldham
Bonaventure, Sister Mary	Jefferson
Bostad, Caspara Sophia	Northville
Brannon, Edith Margaret	Big Stone
Brown, Zilla Marie	Milbank
Busch, Catharena Lezetta	Leola
Coulter, Ethel Hazel	Ipswich
Crofoot, Frances Faye.....	Webster
Cummins, Frances May.....	Wilmot
Dent, Bertha	Britton
Drum, Florence	Elkton
Elliott, Jennie Celestia	Estelline
Fountain, Edith Adele	Pierpont
Gorman, Hazel Estella	Wilmot
Harrison, Laura Ethel.....	Leola
Heffernan, Alice Margaret	Big Stone
Hopkins, Jane Winnifred	Big Stone
Hougen, Louise Henrietta	Summit
Johnston, Maude Emily	Canton
Kindschy, Ena Pauline	Highmore
Knapp, Gladys Pauline	Highmore
Kribs, Edith	Pierpont
Kribs, Olive	Summit
Lathrop, Meda	Stratford

Lawrence, Frances Edna	Wilmot
Lovette, Martha May	Milbank
Makens, Mary Ann	Aberdeen, R. F. D.
Martyn, Elizabeth	Volga
Marvin, Inez Laura	Hecla
McKenna, Charles Hugo	Twin Books (N.W.Med)
McKernan, Teresa Josephyne	Bowdle
Moore, Alice Bell.....	Groton
Nash, Alta Corwith	Freeman
Parrott, Norma Alene	Lewistown, Mont.
Reed, Ruby May	Northville
Robinson, Pearl Flora	Milbank
Rogers, Annie Melinda	Mazomanie, Wis.
Seaman, Carrie Augusta	Warner
Slocum, Lynn Ferd	Claremont
Thiel, Lois Olive	Bowdle
Udell, Mary Lucile	Pierpont
Venoss, Mabel Pauline	Watertown
Von Tobel, Maud Elizabeth	Groton
Wegner, Bertha Emilie	Dell Rapids

Elementary Academic Course

Bickelhaupt, Doris May	Aberdeen (Wellesley)
Bottum, Margaret Annabel	Aberdeen (U. of Col.)
Craig, Catherine Genevieve	Ethan (N. N. I. S.)
Eidam, Violet Margaretta	Forest City (N. N. I. S.)
Hansen, Olga Sophie	Bird Island, Minn.
Herman, Lester Richard	Conde (U. of Minn.)
Hopkins, George Franklin	Vancouver, B. C.
Lauesen, Helen Margaret	Aberdeen (N. N. I. S.)
Lindboe, Alfred	Aberdeen
Lovejoy, Lorna Jeannette.....	" (Rockford Col.)
McHugh, Frank	Aberdeen (U. of Wis.)
Persons, Lucile Irene	Mansfield (U. of Col.)
Price, Joseph Aden	Aberdeen (N. N. I. S.)
Pryer, William Cristy	Aberdeen (S. D. Mines)
Seeley, Carroll Hamilton	Aberdeen (U. of Mich.)
Shaffer, Roy Ersul	Aberdeen
Sims, Clifford Marlowe	Minneapolis (U. Minn.)
Smith, St. Clair	Aberdeen (G. Wash. U.)
Taubman, Morton McKinley	Aberdeen (N. N. I. S.)
Tompkins, Carl Phillips	Aberdeen
Webb, Harold Lester	Hettinger, N. D.
Webster, Russel Otto	Aberdeen (U. S. D.)
Wilson, Georgia Ruth	Aberdeen (N. N. I. S.)

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BULLETIN

UNIVERSITY OF ILLINOIS

OF THE

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PRESIDENT'S OFFICE

Northern Normal and Industrial School

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Aberdeen, South Dakota

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ISSUED QUARTERLY BY THE SCHOOL

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CENTRAL

MECHANIC
ARTS



ADMINISTRATION

LADIES'HALL



The School Buildings

Vol. V

JULY, 1911

No. 1

UNIVERSITY OF ILLINOIS

BULLETIN

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PRESIDENT'S OFFICE

OF THE

NORTHERN NORMAL

AND

INDUSTRIAL SCHOOL

A STATE EDUCATIONAL
INSTITUTION

ABERDEEN, SOUTH DAKOTA

NINTH YEAR

WITH ANNOUNCEMENTS FOR 1911-12



Calendar for 1911-12

1911

September 11-12, Monday and Tuesday—Enrollment of students.

September 13, Wednesday—Tenth year begins.

November 14, Tuesday—Brief Industrial course begins.

November 30, Thursday—Thanksgiving day.

December 22, Friday—Holiday vacation begins.

1912

January 2, Tuesday—Work of first semester resumes.

January 19, Friday—First semester ends.

January 23, Tuesday—Second semester begins.

March 15, Friday—Work in Brief Industrial course ends.

April 1-7, Easter recess.

April 25, Thursday—Declamation contest for Lincoln medals.

Award of medals in Gallett short story contest.

May 17, Friday—Annual athletic and declamatory meet for the High Schools of South Dakota.

May 29, Wednesday—President's reception to the Senior class.

May 30, Thursday—Memorial day.

June 1, Saturday—School picnic.

June 2, Sunday—Annual sermon.

June 3, Monday—Recital by music and elocution students.

June 4, Tuesday—Senior class play.

June 5, Wednesday—Tenth Annual Commencement. Alumni reunion and luncheon.

June 10, Monday—Six weeks' summer school begins.

July 20, Saturday—Summer school ends.

Regents of Education

AUGUST FRIEBERG	Beresford
Term expires January 1, 1913	
H. REINHARDT.....	Eureka
Term expires January 1, 1913	
A. E. HITCHCOCK, President	Mitchell
Term expires January 1, 1915	
T. W. DWIGHT.....	Sioux Falls
Term expires January 1, 1915	
A. M. ANDERSON.....	Sturgis
Term expires January 1, 1917	

FRED W. FORD, Secretary of the BoardElk Point
GEORGE G. JOHNSON, State Treasurer, Treasurer Ex-Officio

STANDING COMMITTEE

A. E. HITCHCOCK, Regents' Chairman
H. REINHARDT

Faculty for 1910-11

(Arranged in order of appointment, with the exception of the President)

GEORGE W. NASH, M. S., LL. D., President

Graduate Yankton College; graduate student University of Minnesota and University of Leipzig, Germany

Pedagogy

WILLIS E. JOHNSON, B. Ph., M. A., Vice President

Graduate State Normal School, St. Cloud, Minnesota, and Illinois Wesleyan University; graduate student University of Chicago

Geography and Social Sciences

ELIZABETH F. CLARY

Graduate Platteville, Wisconsin, State Normal School; special student University of Wisconsin and University of Chicago

Mathematics

FRED W. SMITH, B. S.

Graduate Mankato, Minnesota, State Normal School, and University of Minnesota.

Biological Sciences

LYDIA A. GRAHAM

Graduate Chicago Music College
School Music, Piano and Voice

ZILLAH E. WILSON

Graduate Mankato, Minnesota, State Normal School; student University of Chicago, Harvard University, and University of California

Grammar Critic, Training School

HAROLD W. MANSFIELD

Graduate Central Michigan State Normal School; student Michigan Agricultural College, Bradley Polytechnic Institute and University of Michigan

Director Manual and Industrial Arts

HELEN BEARDSLEY, B. A., M. L.

Graduate University of Colorado; advanced degree, University of California; graduate student Leipzig, Germany

German and French

IDA B. MOORE, B. A.

Graduate Indiana State Normal School and University of Michigan
Latin

MARY MEEK, B. A., M. Ph.

Graduate Indiana State University; advanced degree, University of
Chicago
English

***PAULINA E. RAVEN, B. S., Dean of Women**

Graduate Michigan Agricultural College; graduate student Columbia
University
Household Arts

GENEVIEVE TAUBMAN, B. A., M. A., Librarian

Graduate Cornell, Iowa, College
Greek and English

KATHARINE J. GALLAGHER, B. A.

Graduate Vassar College
History

CHARLES D. POORE, B. A.

Graduate University of Minnesota; student University of Iowa
Physics and Chemistry

SUSAN HEMENWAY

Graduate Iowa Teachers' College; student University of Chicago
Mathematics and History

BERTHA GOODYEAR

Graduate Northern Illinois State Normal School and Teachers' Col-
lege, New York City
Intermediate Critic, Training School

HELEN H. MARS

Graduate Boston Normal School of Gymnastics
Physical Training

JESSIE MABEL HALL, B. A.

Graduate Redfield College and Emerson College of Oratory, Boston
Reading and Elocution

RUBY H. STACEY

Graduate Northwestern Conservatory of Music, Evanston, Illinois
Voice and Piano

LORENA HINDES

Graduate Edmond, Oklahoma, State Normal School and Teachers'
College, New York City
Primary Critic, Training School

*Until January 25, 1911.

JOSHUA J. CASON, Orchestra Leader
Director South Dakota State Band
Wind Instruments

VERNON ALGER
Student of Skovgaard, the Eminent Violinist
Stringed Instruments

EDNA GOFFE
Graduate Northern Normal and Industrial School
Local Secretary

RAYMOND L. QUIGLEY, Director of Athletics
Student Chicago University; four years' training under Coach Stagg
Assistant in History

M. WILLIAM HECKMANN
Graduate Oshkosh, Wisconsin, State Normal School, and Stout Institute, Menomonie, Wisconsin; student Armour Institute and Bradley Polytechnic Institute
Metal Work and Mechanical Drawing

CHRISTIAN J. LINDEM
Graduate Stout Institute, Menomonie, Wisconsin, and Art Institute, Chicago, Illinois; student University of Wisconsin
Woodwork and Drawing

ETHELBERT C. WOODBURN, B. A.
Graduate Indiana State University
Principal of the Training School

CATHERINE CRAIG
Graduate Northern Normal and Industrial School
Assistant in English

VIOLET EASTON
Graduate Northern Normal and Industrial School
Assistant in German

***NELLIE McCOWN, Dean of Women**
Graduate Stout Institute, Menomonie, Wisconsin
Household Arts

EMPLOYEES

A. H. LITTLEFIELD, Engineer
CHARLES MERKLINGER, Assistant Engineer
ALWYNE JOHNSON, Janitor
JOHN MACKNESS, Assistant Janitor
S. LEWIS, Assistant Janitor

*After January 25, 1911.

Faculty for 1911-12

G. W. NASH, President
W. E. JOHNSON—Geography and Social Sciences
ELIZABETH F. CLARY—Mathematics
F. W. SMITH—Biological Sciences
*LYDIA A. GRAHAM—School Music, Piano and Voice
ZILLAH E. WILSON—Grammar Critic
H. W. MANSFIELD—Director of Manual Training
HELEN BEARDSLEY—German and French
IDA B. MOORE—Latin
MARY MEEK—English
KATHERINE J. GALLAGHER—History
C. D. POORE—Physics and Chemistry
SUSAN HEMENWAY—Mathematics and History
BERTHA GOODYEAR—Intermediate Critic
J. MABEL HALL—Gymnastics and Expression
LORENA HINDES—Primary Critic
EDNA GOFFE—Secretary to the President
RAYMOND L. QUIGLEY—Director of Athletics
M. WM. HECKMANN—Metal Work
C. J. LINDEM—Drawing
E. C. WOODBURN, Principal of the Training School—Pedagogy
NELLIE McCOWN, Dean of Women—Household Arts
W. M. OATES—Local Secretary
P. H. HERON—Woodwork
MARGARET KIRBY—Sewing and Cookery
MAGNHILD GULLANDER—Librarian
ANNA E. BAGSTAD—English and German
J. J. CASON—Director of Band and Orchestra
VERNON H. ALGER—Stringed Instruments
CAROLYN H. ENGLISH—School Music, Piano and Voice
LEONORA C. TOMPKINS—Piano

FACULTY COMMITTEES

(The President is ex-officio a member of all committees.)

Classification—Mr. Johnson, Miss Moore, Miss Gallagher
Curriculum—Mr. Smith, Miss Beardsley, Miss Hemenway
Discipline—Mr. Mansfield, Mr. Woodburn, Miss McCown
Rhetoricals—Miss Meek, Miss Hall, Miss Tompkins
Library—Miss Gullander, Mr. Heckmann, Miss Bagstad
Athletics—Mr. Quigley, Miss Hindes, Mr. Heron
Student Help—Miss Clary, Mr. Lindem, Mr. Oates
Program—Mr. Poore, Miss Goodyear, Miss English
Social—Mrs. Wilson, Miss Goffe, Miss Kirby

*Granted leave of absence for the year.



School Orchestra



Y. W. C. A. Cabinet

General Information

PURPOSE AND SCOPE

The Northern Normal and Industrial School was established by legislative enactment in 1901. Section 605 of the Revised Political Code indicates its scope in these terms: "The object and purpose of said school shall be to give instruction to persons of both sexes in manual training and the science and art of teaching, and also in the industrial and mechanical trades, arts and sciences, and the allied branches of learning." With this broad but well defined mission the Northern Normal and Industrial School offers to the young people of the state superior educational advantages.

The wide demand for the practical and industrial in education is based upon an inherent need in this day and generation for more skill and knowledge in all forms of labor, manual and professional. As making a life is much more than making a living, character, culture and industrial ability should grow together in symmetry. Insight into the laws of the complex mechanical world,—a portion of the common environment of modern life,—and a trained eye and hand are invaluable elements in the education and culture attainment of any young man, whatever his vocation. Familiarity with the principles of good cooking and the laws of household economics, and acquaintance with the physiology and hygiene of the body and the character and conditions of child life, are surely essential elements in the life preparation of any young woman.

While these elements in education are by no means all of its factors, to neglect them is to ignore some of the most pressing requirements in the preparation of the youth for the larger responsibilities of adult life. Realizing the need of a more adequate preparation for the inevitable everyday duties of life as well as for formal culture, South Dakota has planted this institution at a strategic point in the northern half of the state

and equipped it to give this many-sided and broad preparation for complete living.

LOCATION

Aberdeen, the seat of the institution, is a rapidly growing city of twelve thousand people. It is one of the best railway centers of the northwest, being approached from nine different directions by four lines of railway. In addition to thirteen churches, representing ten denominations, a fine public library building, ten public school buildings and two excellent hospitals, Aberdeen possesses many cultured homes, and is a city of economic and industrial prosperity.

GROUNDS

The grounds comprise twenty-four acres, the generous gift of Aberdeen citizens. A stretch of over 100,000 square feet of lawn and hundreds of thrifty young trees make the campus one of the most attractive spots in this section. To the rear of the buildings is the athletic field, including baseball and football grounds, tennis courts, and cinder track. Along the eastern border are several acres which are being utilized for demonstrations in scientific agriculture. The artesian well, belonging to the school, supplies an abundance of soft water for the buildings and lawn.

BUILDINGS

Central Building. The school buildings, four in number, are constructed of brick and stone. The central building was erected in 1901-02, and has four floors and twenty-seven rooms. The lowest floor is occupied by the Training School and also contains the toilet rooms. On the first floor above are located the Training School principal's office, a music studio, the book store and several recitation rooms. The next floor contains the library and reading room, the biological laboratory, recitation rooms, and cloak rooms. The upper floor is occupied by an emergency cooking room, the chemical laboratory, a bookkeeping and penmanship room, a taxidermy room, and several recitation rooms.

Ladies' Hall. The Hall, built in 1903-4, is a very attractive structure of two stories and a basement, every foot of its space being utilized. The interior arrangements are almost ideal for comfort and health. Every living room has one or more out-

side windows and is properly ventilated. Bath rooms, lavatories, closets, and hot and cold water are found on each floor. The rooms are all of good size, and are furnished with iron bedsteads, mattresses, washstands, bowls, pitchers, study tables, dressers and chairs,—the other furnishings being supplied by the occupants. Most of the beds are single. Some of the rooms are arranged in suites of three, to be occupied by four persons, one room as a study and the other two as bedrooms. The parlors and reception rooms are airy and pleasant. Each girl does her own room work and is requested to bring two pairs of blankets or two comforts (blankets preferred), three sheets, two pairs of pillow cases, pad to cover mattress, six towels, a clothes bag, and a napkin ring. Young women to the number of sixty can be accommodated at the Hall but both young women and young men will be furnished table board. The dining room is large and provision is made for about 150 students.

Students have the care and supervision of a competent preceptress, and their hygienic conditions and personal, social and moral habits are looked after with the same assiduity as are their intellectual habits. Here a high standard of good morals and gentle manners is maintained. Girls placed in this home will be well cared for and will be surrounded by the most wholesome conditions.

Manual Arts Building. This building, begun in 1905, is a two-story structure, fifty by one hundred feet, with an addition eighty by fifty-six feet. It contains wood and metal shops, tool and stock rooms, forge shop, foundry, locker and wash room, drafting room, display room, demonstrating room, and a large room used as a gymnasium. The industrial department occupies the main or first floor. In the woodworking shops students gain a practical knowledge of tools and learn the uses and strength of the various building materials. Through experience in the metal and forge shops, students master the essentials of forging, welding and turning, and gather practical information concerning the proper trade uses of iron and steel.

The gymnasium, which occupies the entire second floor of the building, has an area of about 3,500 square feet, and is well equipped with such apparatus as rings, horizontal and parallel bars, bar stalls, window ladder, bom, climbing ropes, Roman

ladders, vaulting horse, wands, Indian clubs, etc. There are dressing and toilet rooms completely furnished with shower baths at each end of the building, one for each sex.

The new part which nearly doubled the working space in the shops, was completed in 1909. Splendid equipment has been installed throughout.

Administration Building. The Administration building was dedicated to its uses in 1908. Being made very largely of stone, brick, steel and cement, the structure is practically fire-proof and is one of the most modern and substantial school buildings in the state. This contains the spacious auditorium seated with 850 opera chairs, the stage of which is provided with dressing rooms and a full equipment of scenery. Across the north end of the top floor and adjoining the auditorium is a large room used by students pursuing courses in drawing and public speaking. The main floor contains the administration suite, a rest room for the faculty ladies, and numerous recitation rooms. In the basement are located the kitchen and dining room, butler's pantry, sewing room, and lecture room,—a most attractive suite for the domestic science department. The physical laboratory and lecture room are also situated on this floor, as are the toilet rooms and wardrobes for young men and young women.

The Central Heating Plant is located just south of the central building and is equipped with three high pressure boilers. An independent return is provided for each school building and recitation and dormitory rooms are evenly heated in coldest weather.

A New Building. The legislature of 1911 appropriated \$30,000 for the erection of a much needed new building. This structure will occupy a site just west of the central building and will contain commodious and well arranged quarters for the training school and science departments.

TRAINING SCHOOL

The Normal Training School consists of the first eight grades as known in the public schools, and the course of study for the common schools of the state is followed. The purpose of this school is not to experiment with the children in new and untried methods or strange subjects by unskilled or unin-

formed teachers. Teachers of experience are in charge of the work and the teaching is done by students who have had a high school course or its equivalent, and besides have had psychology and methods of teaching and have also had daily observation of the work of this Training School under the direction and criticism of the supervisor. Any student who, after a thorough course in psychology and the theory and art of teaching and the additional test of observation in the Training School, shows a lack of the teaching spirit or a want of comprehension of, or adaption to, child life and nature, is not assigned to any work in the Training School.

The whole aim of the school is to present subjects in such a manner and under such conditions as will best keep the children in health, stimulate all their mental powers to activity and natural growth and incite their moral and emotional nature in a wholesome way. This school is in session from 8:50 to 12:00 o'clock a. m., and from 12:50 to 3.05 o'clock p. m. These sessions are interspersed with physical drills, music and school games. Daily work in sight singing is given under the direction of the supervisor of music, and art work—water color and drawing—is assigned to a regular place on the program. Hand work, intended to supplement other lines, is introduced in the several grades. Sand table designing, clay modeling, making of weather charts, construction of relief maps, weaving and tying, reed and raffia basketry, and cardboard construction are undertaken in the elementary grades. Girls have sewing and cooking, while boys have sloyd and woodwork in the fifth, sixth, seventh and eighth grades. Every grade has two periods each week in the gymnasium.

Close personal supervision and individual attention are distinctive features of the Training School. It would seem to be as nearly an ideal school for a child as one could wish.

EXPENSES

A tuition fee of \$3 and an incidental fee of \$3 for each semester, or half year, are required of all students excepting those in the Training School, where no fees are charged. The statutes of the state provide that each State Senator may issue scholarships remitting the tuition fees of two students from his county and each Representative may issue one scholarship.

Blanks for these scholarships will be furnished by the president of the school on application.

The cost of room in the hall is \$12 per semester for each student. Table board, furnished to both young men and young women, costs \$3.00 per week, payable weekly in advance; if paid for four weeks in advance the price is \$2.75 per week. No deductions are made for absences of less than one week. For guests at meals the prices are as follows: Breakfast, 15 cents; dinner, 20 cents; supper, 20 cents. In addition, every student who rooms in the hall pays \$2 each semester. This is known as the pledge fee and is forwarded with the application for a room. Each member of the boarding club who does not room in the hall pays a similar fee of \$1 at the opening of each semester. The proceeds of the pledge fees are used to replace broken dishes and worn out linen, as well as to repair and renew general furnishings of the hall.

The expenses per year for each young lady student rooming at the hall should not vary far from the following figures:

	Minimum.	Maximum.
Room rent, 36 weeks	\$ 24.00	\$ 24.00
Board, 36 weeks	99.00	109.00
Tuition and incidentals	16.00	20.00
Books, lectures, etc.	8.00	15.00
	<hr/>	<hr/>
	\$147.00	\$167.00

Furnished rooms for young men and young women may be rented in the city at 75 cents per week and upwards, the prevailing price being about \$1 a week per student, where two occupy a single room. Unfurnished rooms are occasionally rented at lower rates. Board in private families may be secured at \$4 per week and upwards. The president will be glad to assist students in securing suitable places for room and board.

For private instruction in piano, voice culture, stringed instruments, and elocution, a fee of \$18 per semester is charged. Piano practice at the school, one hour daily, costs \$3.50 per semester.

The following special fees are charged to cover cost of materials used: Woodwork, metal work and cookery, \$2 each

per semester; teachers' manual training, shop work in the Brief Industrial course, physics and sewing, \$1 each per semester.

No fee is charged in chemistry but a deposit of \$2.00 per semester is required to cover possible breakage. The careful student will be able to secure a return of the entire amount.

EIGHTH GRADE GRADUATES

Through the operation of a law passed by the state legislature in 1911, free tuition is provided for eighth grade graduates who may wish to continue their education at a State Normal school; that is, the tuition of \$12 per year is paid in each instance by the home district if such district does not maintain a High School course.

CONDITIONS OF ADMISSION

Graduates of standard High Schools who have completed approved four year courses will be admitted without examination and will be graduated from the Intermediate Normal course in one year and from the Advanced course in two years.

Graduates of standard High Schools who have finished shorter courses will be admitted without examination and will be credited with work done.

Students from all reputable schools will be admitted and credited for work well done and will be classified according to their standing.

Those holding teachers' certificates or eighth grade diplomas will be admitted to the first year's work without examination. Persons of suitable age and maturity who have done irregular work of the quality of eighth grade subjects will be admitted on condition to the Elementary Normal course.

Candidates for admission should not fail to bring diplomas, certificates or other written records of work accomplished elsewhere. These must be in hand on arrival and be presented for record and classification.

COLLEGE AND UNIVERSITY AFFILIATION

The State University of South Dakota and many other universities and colleges have given students of the Northern Normal and Industrial School the following rating:

1. Those completing the Intermediate Normal course will be admitted as Freshmen.

2. Those completing the Advanced Normal course will be admitted as Juniors. Such students will be required to complete sixty-eight hours of work, which will be seventeen hours per semester through the Junior and Senior years, an amount not at all difficult to carry.

3. Those completing an elective course of one year in addition to four years of High School work will be admitted as Sophomores, and those completing an elective course of two years in addition to four years of High School work will be admitted as Juniors.

College and university authorities desire that students who plan to take higher courses shall elect studies with reference to college or university requirements for graduation.

Among the institutions which have recognized our graduates may be mentioned the state universities of South Dakota, Minnesota, Wisconsin, Michigan, Wyoming, and Illinois, the University of Chicago, Northwestern University, Milwaukee-Downer, Wellesley College, Stout Institute, and Rockford College.

HIGH SCHOOL GRADUATES

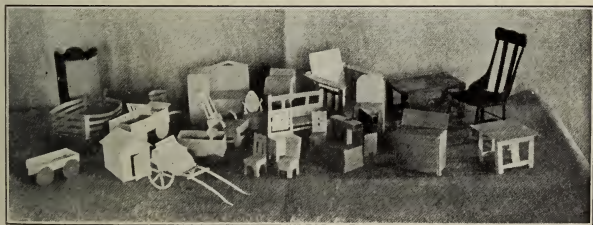
The Northern Normal and Industrial School offers to High School graduates many opportunities for advanced study. The first grade certificates course may be completed in one year; the Advanced Normal course requires two years and leads to the state certificate and life diploma. Our Normal graduates are eagerly sought by leading superintendents of South Dakota and neighboring states. For particulars concerning these courses, see pages 25 and 26.

LIBRARY AND READING ROOM

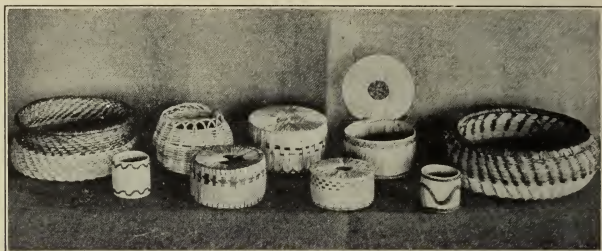
The school has a commodious and well appointed reading room, supplied with an abundance of the best current literature, and a good library of useful books. The librarian is in charge, and is constantly ready to assist students with their reference work. Besides a large number of daily and weekly newspapers, the following well selected periodicals are to be found on the reading tables:



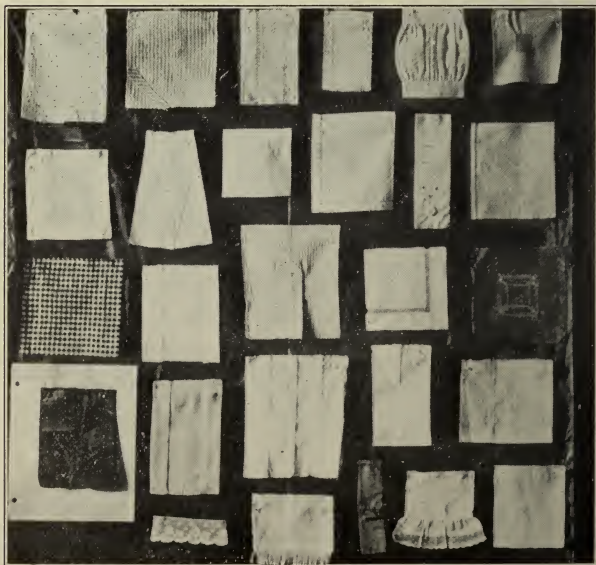
Products of the Foundry



Paper Furniture—Teachers' Manual Training



Basketry--Teachers' Manual Training



Sewing Samplers--Household Arts

American Blacksmith, American Carpenter and Builder, American Journal of Sociology, American Magazine, American Machinist, American Physical Education Review, Annals of the American Academy, Atlantic Monthly, Architecture, Bookman, Boston Cooking School Magazine, Boston Journal of Education, Brick Builder, Campbell's Soil Culture, Century, Cement Age, Children's Magazine, Classical Review Monthly, Cosmopolitan, Country Life, Craftsman, Current Literature, Delineator, Education, Educational Foundations, Electrician and Mechanics, Etude, Everybody's, Fliegende Blaetter, Forum, Foundry, Gas Engine Magazine, Good House-keeping, Hampton's, Harper's Bazaar, Harper's Monthly, Harper's Weekly, Home Needle Work, House Beautiful, Independent, International Studio, Journal of American History, Journal of Educational Psychology, Journal of Geography, Journal of Home Economics, Ladies' Home Journal, Literary Digest, Little Folks, Machinery, Manual Training Magazine, McClure's, Munsey's, Nation, National Geographic Magazine, Nature Study Review, North American Review, Outing, Outlook, Pacific Monthly, Pedagogical Seminary, Pictorial Review, Play Ground, Primary Education, Popular Educator, Popular Electricity, Popular Science Monthly, Popular Mechanics, Public Libraries, Reader's Guide to Periodical Literature, Review of Reviews, St. Nicholas, Saturday Evening Post, Scientific American and Supplement, School Arts Journal, School and Home Education, School Board Journal, Scribner's, Shop Notes Quarterly, S. D. Educator, S. D. Journal of Education, School Science and Mathematics, Speaker, Success, Sunset Magazine, Survey, Teachers' College Record, Technical World, Travel Magazine, What to Eat, Woman's Home Companion, World To-day, World's Work, Youth's Companion.

TEXT-BOOKS

Students are required to furnish their own text-books. These are secured at the Normal book store, which occupies a convenient room in the Central building. Many books may be purchased second-hand if desired.

PUBLICATIONS

The institution publishes a quarterly bulletin, one number of which is the annual catalogue.

"The Industrial-Normal Exponent" is a paper issued monthly by the faculty and students of the school. A short story contest is maintained in connection with this publication for which gold and silver medals are furnished as prizes by Mr. D. G. Gallett of Aberdeen. In 1911 these medals were

awarded to Miss Lora Miller of Aberdeen and Miss Joy Miller of Ipswich.

“The Pasque” is a richly illustrated publication put out annually by the members of the Junior class.

CHRISTIAN ASSOCIATIONS

The Young Men’s and Young Women’s Christian Associations are volunteer organizations which foster a wholesome spirit of good fellowship in the student body. These are affiliated with the respective state organizations, which are parts of the world-wide Christian movement for young men and young women. Each association holds weekly meetings, carries on the group Bible study work, and plans occasional socials for all the school.

SCHOOL ORCHESTRA

Mr. J. J. Cason, director of the South Dakota State Band, will continue as leader of our orchestra during the coming year. This organization meets every week for practice, prepares concert programs, and furnishes enjoyable music numbers for the various entertainments of the year. All students who wish to take up the work should bring their instruments with them and report for practice at the beginning of the new semester. No fees are charged.

PUBLIC SPEAKING

All students in the classes above the third year prepare two assigned parts yearly in declamation, essay writing, debate or oratory, and these are given on the rostrum.

Hon. Isaac Lincoln of Aberdeen, formerly local secretary of the institution, has established a declamatory contest in order to encourage public speaking among the students. This is divided into two sections and gold and silver medals are given to young men and to young women who show superiority in the work. In the fifth annual contest held on the evening of April 27, 1911, the gold medals were awarded to Miss Laura L. Curtis of Britton and Mr. Carl Gillin of Bath, while the silver medals were won by Miss Gladys Slocum of Ipswich and Mr. Henry Draeger of Groton.

PHYSICAL TRAINING AND ATHLETICS

The importance of good health and sound bodily development is given due recognition in this institution and provision is made for healthful gymnastics, games, and recreations. The generous campus affords abundant room for football and baseball grounds, tennis courts, and a third-mile track, while the large gymnasium is well equipped with apparatus for indoor training. The school maintains strong teams in football, basketball and baseball, having for several years won signal interscholastic honors in the Dakotas in basketball. A director of physical training for women and an athletic coach for men are regularly employed and abundant opportunities are provided for this phase of school activity.

HIGH SCHOOL MEET

The faculty has established an annual athletic and declamatory meet for High Schools of South Dakota. This is strictly a High School affair, conducted under the rules of the South Dakota High School Athletic Association, and is held yearly about the middle of May. The Normal provides medals for the successful competitors in declamation and for the winners of the various athletic events. The meet is participated in regularly by a goodly number of High Schools and is proving a pronounced success.

MAY MUSIC FESTIVAL

The Aberdeen Choral Society co-operates with the school in maintaining a May Music Festival. This year May 28 and 29 were given over to four splendid concerts. These were held in the Normal auditorium, and were participated in by the Minneapolis Symphony Orchestra and the following solo artists of national and international reputation: Lucille Tewksbury, soprano; Genevieve Wheat Baal, alto; Marcus Kellerman, bass; Charles Hargreaves, tenor; Harry Williams, harpist; Carlo Fischer, cellist; Richard Czerwonky, violinist; and Emil Oberhoffer, orchestra and chorus leader.

SUMMER SCHOOL

The teachers' institute and summer school held in June and July of each year have been so well attended as to demonstrate the need for a regular summer session; in 1910 the en-

rollment reached 367. Tuition, board, and room for the six weeks cost only \$28. Many students and teachers are availing themselves of the opportunities thus offered to earn credits which are accepted toward the completion of the several courses of the school. Many also take advantage of the opportunity to secure thorough reviews of the common branches of study. The joint institute of Brown, Day, Edmunds, Marshall, and McPherson counties is combined with the summer school of 1911 and all teachers in attendance the required length of time receive credit for institute work from the county superintendents.

FACULTY CHANGES

Mrs. Lydia A. Graham, who has been connected with the institution since its establishment, and who has labored unceasingly for the development of a strong musical sentiment in the school, has been granted a year's leave of absence for advanced study. Her work will be carried on by Miss Carolyn H. English of Indiana, a graduate of the New England Conservatory of Music. Miss English has had much experience as a teacher of piano, voice, and school music and will fit naturally into the work awaiting her.

Miss Paulina E. Raven, who served so efficiently as Dean of Women and teacher of Household Arts for the past three years, will teach elsewhere during 1911-12. She is succeeded by Miss Nellie McCown, a graduate of Stout Institute, Menomonie, Wisconsin. The latter has substituted for Miss Raven during a portion of the past year and has proved herself in every way capable of directing the work in home economics. Miss Margaret Kirby, also a graduate of Stout Institute, will assist in the domestic science work. Miss Kirby has had extended experience in teaching and comes to the school very highly recommended. Miss McCown and Miss Kirby will serve as preceptress and assistant preceptress at the ladies' hall.

Miss Helen H. Mars, who has so ably directed the work in gymnastics during the past two years, will teach in the east next year and so resigns her position in Aberdeen. The work in gymnastics will be combined with that of expression and the whole will be placed in charge of Miss J. Mabel Hall. The

latter, being a graduate of the Emerson College of Oratory and having had training in the Posse Gymnasium of Boston, is exceptionally well fitted for the joint work.

After two years of loyal service, Miss Ruby H. Stacey resigns as teacher of piano and voice and is succeeded by Miss Leonora C. Tompkins, a graduate of the Sherwood School of Music, Chicago. Miss Tompkins is a talented musician and will prove a decided acquisition.

Miss Edna Goffe, who has given such splendid service as local secretary, departs to enter upon a course of study in Chicago University. Until the work of the new year is well organized, she will remain as secretary to the president. Miss Goffe will be succeeded by Mr. W. M. Oates, formerly president of the Aberdeen Business College. Coming to the school after wide experience in university and commercial college work, Mr. Oates will assume the duties of his office with every assurance of success.

Mr. Christian J. Lindem who, during the past year, has served so acceptably in the industrial department will hereafter devote his entire energies to the work in drawing and art. Mr. Lindem is a graduate of the Chicago Art Institute and is peculiarly fitted for his new duties. In the wood-shop, he will be succeeded by Mr. Percy H. Heron, a graduate of the Lane Technical School, Chicago, and Chicago Normal College. The newcomer is an enthusiast in industrial lines.

Miss Catherine Craig, assistant in English and Miss Violet Easton, assistant in German, who have done good, strong work in their respective departments during the past year, resign to carry on post-graduate work. The former will enter the University of Wisconsin while the latter will spend another year in Europe. Miss Anna E. Bagstad, B. A., a graduate of Yankton College, will instruct in English and German for the coming year. Miss Bagstad is a teacher of experience and at present is pursuing advanced courses in literature at Boston, Massachusetts.

Miss Genevieve Taubman has served most efficiently as librarian for two years but now gives up the work and is

succeeded by Miss Magnhild Gullander, a graduate of the Northern Normal and Industrial School, who has acted as assistant librarian for some time past. During the summer Miss Gullander will pursue a course in library practice at the University of Iowa and will return in the fall thoroughly equipped for the work of her new position.

Courses of Study

The institution offers courses of study in Normal, Industrial, Household Arts, Commercial, and Trade lines. In the selection of his work the student is thus afforded a generous opportunity to choose subjects suited to his taste and aptitude.

In harmony with the new certification law passed by the state legislature in 1911, there have been constructed three divisions of Normal work which have received the approval of the state department of public instruction. The elementary division, covering a period of two years beyond the approved eight grade course of study of the public schools of the state, has the second grade teacher's certificate as its goal; the intermediate division, consisting of two years' work beyond the first two years in an approved four year High School course, leads to the first grade certificate; and the advanced division—two years beyond an approved four year High School course—commands the state certificate after eighteen months' successful experience in teaching, and the life diploma after forty months' experience. The eighteen months' teaching, preliminary to the granting of the state certificate, is done by authority of a provisional certificate issued by the department of public instruction. Graduates of approved four year high schools, who aspire to teach in a single year, may receive the first grade certificate after completing the special list of subjects outlined in connection with the Normal courses. By properly choosing electives, the student may specialize in English, Foreign Languages, Science, History, Mathematics, Household Arts, or Industrial lines.

At a meeting of city superintendents held at Pierre in April, 1911, constants for an approved High School course were defined as follows:

First. Three units of English as required by the North Central Association.

Second. Two units of Mathematics—one of Elementary Algebra and one of Plane Geometry.

Third. One unit of Science; this to consist of a year's work in one of,

- (1) Physics,
- (2) Chemistry,
- (3) Botany and Zoology,
- (4) Physical Geography and Geology.

Fourth. Two units of History, one of which shall be American History and Civics.

It was agreed that no credit shall be given for American History and Civics, Physics, Chemistry, or Trigonometry if pursued before the third year, and that Economics shall not be counted as a credit course if taken before the fourth year.

In the Household Arts, Commercial, and Industrial courses the Normal idea is prominently in evidence, but the practical and utilitarian also enter largely into the work. Good cooks, efficient office help, and skilled mechanics are graduated from these courses, and those competent to teach the subjects are also prepared for service in the public schools. A brief Industrial course of two years is designed primarily for farmer lads who cannot enter school until after the fall work is out of the way, and who must return to the country before seeding time in the spring. Classes in carpentry, machine work, agriculture, etc., are therefore organized ten weeks after the opening of school in September and are discontinued ten weeks before the close of the regular school year, thus providing for eight weeks' work in each semester.

Vocational training is greatly in demand at the present time and a start in Trade lines will be made with the year 1911-12. Courses in Carpentry, Blacksmithing, Architecture, Machine Work, and Applied Electricity are offered for the first time and other courses will be added to the list as the needs of the situation may require.

In the outline which follows, the plan of work provides for fifty minute periods, (laboratory subjects double time) and the number of weekly recitations is indicated for each subject.

NORMAL COURSES**Elementary Course—Leading to the Second Grade Certificate****First Year**

First Semester		Second Semester	
Reading and Grammar	4	Physiology and Hygiene	4
United States History	4	South Dakota Geography, His-	
Geography	4	tory and Civics	4
Algebra	4	Arithmetic	4
Gymnastics	2	Algebra	4
Elective	4	Gymnastics	2
		Elective	4

Second Year

Composition and Rhetoric ...	4	American Literature	4
State Course of Study and ..		State Course of Study and ..	
Practice	4	Practice	4
Agriculture	4	Agriculture	4
Music	2	Music	2
Drawing	2	Drawing	2
Gymnastics	2	Gymnastics	2
Elective	4	Elective	4

Any student completing the Elementary course outlined above may enter without condition the third year of the Intermediate Normal course.

Intermediate Course—Leading to the First Grade Certificate**First Year**

English I	5	English I	5
Algebra	5	Algebra	5
Grecian History	5	Roman History	5
Latin I or Commercial Geogra-		Latin I or Commercial Law..	5
phy	5	Gymnastics	2
Gymnastics	2		

Second Year

English II	5	English II	5
Latin II or German I	5	Latin II or German I	5
Mediaeval History	5	Modern History	5
Zoology or Agriculture	5	Zoology or Agriculture	5
Gymnastics	2	Gymnastics	2

Third Year

English III	4	English III	4
Plane Geometry	4	Plane Geometry	4
Methods and Observation ...	3	Methods and Observation...	3
School Law	1	Child Study	1
Elementary Psychology	4	Physiography	4
Gymnastics	2	Gymnastics	2
Elective	4	Elective	4

Fourth Year

Physics I or Botany	4	Physics I or Botany	4
Civics	4	American History	4
Professional Reviews	4	Professional Reviews	4
Practice Teaching	5	Practice Teaching	5
Gymnastics	2	Gymnastics	2
Elective	4	Elective	4

On completing the foregoing Intermediate course, the student is eligible to enter directly the Junior year of the Advanced Normal course.

For Table of Electives see page 30.

Advanced Course—Leading to the State Certificate and Life Diploma

Either the Elementary Normal Course or the first two years of the Intermediate Normal course will prepare for this course. Graduates of four year High Schools omit the Freshman and Sophomore years and enter as Juniors.

Freshman Year

First Semester		Second Semester	
English III	5	English III	5
Latin III, German II, or		Latin III, German II, or	
French I	5	French I	5
Plane Geometry	5	Plane Geometry	5
Chemistry I or English History	5	Chemistry I or English History	5
Gymnastics	2	Gymnastics	2

Sophomore Year

English IV	5	English IV	5
Botany or Physics I	5	Botany or Physics I	5
Elective	10	Elective	10
Gymnastics	2	Gymnastics	2

Junior Year

Sociology	4	Sociology	4
Teachers' Manual Training ..	4	Teachers' Manual Training ..	4
Psychology	4	History of Education	4
Expression	2	Expression	2
Gymnastics	2	Gymnastics	2
Elective	6	Elective	6

Senior Year

Pedagogy	4	Pedagogy	4
Geology	4	Astronomy	4
Teaching	4	Teaching	4
Public Speaking	2	Public Speaking	2
Gymnastics	2	Gymnastics	2
Elective	6	Elective	6

One Year Course for High School Graduates—Leading to the First Grade Certificate

Psychology	4	History of Education	4
Methods and Observation	3	Methods and Observation	3
School Law	1	Child Study	1
Professional Reviews	4	Professional Reviews	4
Teachers' Manual Training ..	4	Teachers' Manual Training ..	4
Practice Teaching	5	Practice Teaching	5
Gymnastics	2	Gymnastics	2

Distinct courses in Industrial Training and Household Arts are maintained by the School. From these, students in the Normal courses may choose a limited number of electives.

So far as possible electives should be chosen from the group corresponding to the year of the course being taken.

If students are found to be deficient in penmanship and spelling, they are required to enter classes in these subjects.

For Table of Electives see page 30.

INDUSTRIAL-NORMAL COURSE**For High School Graduates****Leading to State Certificate and Life Diploma****Junior Year**

First Semester		Second Semester	
Freehand Drawing	5	Mechanical Drawing	5
Forging or Elementary Wood- work	10	Machine Shop Practice or .. Joinery	10
Psychology	4	History of Education	4
Professional Reviews	4	Professional Reviews	4

Senior Year

Mechanical Drawing	5	Architectural Drawing	5
Advanced Machine Shop Prac- tice or Cabinet Making	10	Machine Construction or Pat- tern Making and Moulding ..	10
Literature of Manual Training	4	Organization of Manual Train- ing	4
Teaching	10	Teaching	10

HOUSEHOLD ARTS COURSE**For High School Graduates****Leading to State Certificate and Life Diploma****Junior Year**

Psychology	4	English	4
Food Study	5	Physiology and Home Nursing	5
Cookery	4	Cookery	4
Sewing	4	Sewing and Drafting	4
Inorganic Chemistry	4	Organic Chemistry	4
Methods and Observation	3	Methods and Observation	3
School Law	1	Child Study	1

Senior Year

Household Management	5	Dietetics and Invalid Cookery	5
Biology	4	Organization and Equipment	4
Advanced Cookery and Table Service	4	Advanced Cookery and Table Service	4
Dressmaking	4	Chemistry of Foods	4
Observation and Practice Teaching	5	Observation and Practice Teaching	5
Design	4	Art Needlework and Textiles	4
		Art Decoration (optional) ...	4

ONE YEAR COMMERCIAL COURSE**For High School Graduates****Preparing for Teaching and for Office Practice**

Shorthand	8	Shorthand	8
Typewriting	10	Typewriting	10
Penmanship and Spelling	4	Penmanship and Spelling	4
Commercial Arithmetic	4	Bookkeeping	4
Business Correspondence	4	Commercial Law	4

For Table of Electives see page 30.

INDUSTRIAL COURSES**Manual Training Course****First Year**

Freehand Drawing	5	Freehand Drawing	5
Woodwork	10	Cabinet Making	10
Elective	10	Elective	10

Second Year

Mechanical Drawing I	5	Mechanical Drawing I	5
Forging	10	Forging and Pipe Fitting	10
Elective	10	Elective	10

Third Year

Mechanical Drawing II	5	Architectural Drawing	5
Pattern Making and Foundry Practice	10	Pattern Making and Foundry Practice	10
Elective	10	Elective	10

Fourth Year

Machine Drawing	5	Machine Drawing	5
Metal Work	10	Machine Shop Practice	10
Elective	10	Elective	10

Brief Course—Offered during the last eight weeks of the first semester and the first eight weeks of the the second semester.

First Year

Carpentry, Forge Practice ...	20	Carpentry, Forge Practice ...	20
Mechanical Drawing	5	Mechanical Drawing	5
Agriculture	10	Agriculture	10

Second Year

Machine Work, Masonry ...	20	Farm Machinery, Masonry ..	20
Architectural Drawing	5	Architectural Drawing	5
Agriculture	10	Agriculture	10

TRADE COURSES**Carpentry****First Year**

Framing, Millwork, Outside ..		Framing, Millwork Outside ..	
Finishing	20	Finishing	20
Architectural Drawing	10	Architectural Drawing	10
Theory	5	Theory	5

Second Year

Cabinet Making, Inside Finish- ing, Masonry	20	Cabinet Making, Inside Finish- ing, Masonry	20
Architectural Drawing	10	Architectural Drawing	10
Theory	5	Theory	5

For Table of Electives see page 30.

Blacksmithing**First Year**

First Semester		Second Semester	
Forge Work, Wheelwrighting,		Forge Work, Wheelwrighting,	
Machine Shop	25	Machine Shop	25
Mechanical Drawing	5	Mechanical Drawing	5
Theory	5	Theory	5

Second Year

Forge Work, Horseshoeing ..	25	Hand and Power Forging, ..	
		Practice in Com'l Shops ..	25
Mechanical Drawing	5	Mechanical Drawing	5
Theory	5	Theory	5

Architecture**First Year**

Mechanical Drawing, Freehand		Architectural Drawing, Per-	
Drawing	20	spective	20
Joinery	10	Framing	10
History of Architecture	5	History of Architecture	5

Second Year

Architectural Drawing, Interior Decoration	20	Architectural Design, Furniture Design	20
Forge Work, Pattern Making and Foundry Practice	10	Machine Shop, Masonry	10
Construction and Strength of Materials	5	Theory of Architecture	5

Machine Work**First Year**

Machine Shop Practice	20	Machine Shop Practice	20
Machine Drawing	10	Machine Drawing	10
Machine Shop Theory	5	Machine Shop Theory	5

Second Year

Machine Construction	20	Machine Construction	20
Machine Design	10	Machine Design	10
Machine Shop Theory	5	Machine Shop Theory	5

Applied Electricity**First Year**

Mathematics	5	Mathematics	5
Physics	8	Physics	8
Chemistry	8	Chemistry	8
Mechanical Drawing (Projections and Shop Drawing) ..	5	Mechanical Drawing (Engine Details)	5
Pattern Making and Foundry Practice	9	Forging	9

Second Year

Mathematics	5	Mathematics	5
Mechanism and Strength of Materials	5	Steam Engines and Steam Boilers	5
Applied Electricity (Generation and Transmission)	10	Applied Electricity (Motors and Lighting)	10
Mechanical Drawing (Dynamic Details and Wiring plans) .	5	Mechanical Drawing (Power Plants)	5
Machine Work	10	Dynamo Construction	10

TABLE OF ELECTIVES

Group I

First Semester

English I
 Latin I
 Grecian History
 Algebra
 Commercial Geography

Second Semester

English I
 Latin I
 Roman History
 Algebra
 Commercial Law

Group II

English II
 Latin II
 German I, B
 Mediaeval History
 Agriculture
 Zoology

English II
 Latin II
 German I, B
 Modern History
 Agriculture
 Zoology

Group III

English III
 Latin III
 German II
 French I
 English History
 Chemistry I
 Plane Geometry

English III
 Latin III
 German II
 French I
 English History
 Chemistry I
 Plane Geometry

Group IV

English IV
 Latin IV
 German III
 French II
 Civics
 Botany
 Physics I
 Mathematical Geography
 Solid Geometry

English IV
 Latin IV
 German III
 French II
 American History
 Botany
 Physics I
 Bookkeeping
 Higher Algebra

Group V

English V
 Latin V
 German IV
 French III
 German I, A
 Trigonometry
 Animal Histology
 Chemistry II
 Sociology
 Hebrew History

English V
 Latin V
 German IV
 French III
 German I, A
 Analytics
 Plant Histology
 Chemistry II
 Sociology
 Advanced Agriculture

Group VI

English VI
 Latin VI
 German V
 French IV
 Constitutional Law
 Constitutional History
 Geology
 Physics II
 Economics
 Drawing and Painting

English VI
 Latin VI
 German V
 French IV
 Political Science
 Constitutional History
 Astronomy
 Physics II
 Economics
 Drawing and Painting

SCHEDULE OF RECITATIONS, 1911-12**Forenoon Hours**

First Period	8:00- 8:50
Second Period	8:55- 9:45
General Assembly	9:50-10:10
Third Period	10:15-11:05
Fourth Period	11:10-12:00

Afternoon Hours

Fifth Period	1:20-2:10
Sixth Period	2:15-3:05
Seventh Period	3:10-4:00

GROUP I

Period	First Semester	Second Semester
5	English I	English I
1	Latin I	Latin I
2	Grecian History	Roman History
3 or 5	Algebra	Algebra
2	Commercial Geography	Commercial Law
*	Gymnastics	Gymnastics
6	Reading and Grammar	Physiology and Hygiene
3	Geography	Arithmetic
4	Freehand Drawing	Freehand Drawing
1 & 2	Woodwork	Cabinet Making
4	United States History	South Dakota Geography, History and Civics

GROUP II

6	English II	English II
5	Latin II	Latin II
4	German I, B	German I, B
1	Mediaeval History	Modern History
7	Agriculture	Agriculture
1 & 2	Zoology	Zoology
†	Gymnastics	Gymnastics
6	Composition and Rhetoric	American Literature
2	State Course of Study and Practice	State Course of Study and Practice
3	Music	Music
1	Drawing	Drawing
5	Mechanical Drawing I	Mechanical Drawing I
1 & 2	Forging	Pipe Fitting

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- * Girls' Class, 1 on Tuesdays and 2 on Thursdays
 * Boys' Class, 3 on Tuesdays and 4 on Thursdays
 † Girls' Class, 1 on Wednesdays and 2 on Fridays
 † Boys' Class, 3 on Wednesdays and 4 on Fridays

GROUP III

Period	First Semester	Second Semester
3	English III	English III
2	Latin III	Latin III
6	German II	German II
5	French I	French I
5	English History	English History
1 & 2	Chemistry I	Chemistry I
4 or 6	Plane Geometry	Plane Geometry
*	Gymnastics	Gymnastics
1	Methods and Observation	Methods and Observation
1	School Law	Child Study
3	Elementary Psychology	Physiography
3	Mechanical Drawing II	Architectural Drawing II
6 & 7	Pattern Making and Foundry Practice	Pattern Making and Foundry Practice

GROUP IV

3	English IV	English IV
4	Latin IV	Latin IV
3	German III	German III
1	French II	French II
4	Civics	American History
5 & 6	Botany	Botany
5 & 2	Physics I	Physics I
1	Mathematical Geography	Bookkeeping
†	Gymnastics	Gymnastics
1	Solid Geometry	Higher Algebra
4 or 5	Professional Reviews	Professional Reviews
**	Practice Teaching	Practice Teaching
6 & 7	Metal Work	Machine Shop Practice
3	Machine Drawing	Machine Drawing
3	Mechanical Drawing	Mechanical Drawing
6 & 7	Pattern Making	Forging

GROUP V

4	German I, A	German I, A
5	English V	English V
6	Latin V	Latin V
**	German IV	German IV
**	French III	French III
2	Trigonometry	Analytics
3 & 4	Animal Histology	Plant Histology
6 & 7	Chemistry II	Chemistry II
7	Sociology	Sociology
4	Hebrew History	Advanced Agriculture
**	Practice Teaching	Practice Teaching
5	Teachers' Manual Training	Teachers' Manual Training
6	Psychology	History of Education
**	Expression	Expression
†	Gymnastics	Gymnastics
2	Mathematics	Mathematics
7 & 8	Mechanism and Strength of Materials	Steam Engines and Boilers
5	Freehand Drawing	Mechanical Drawing

* Girls 1 on Thursdays and 2 on Saturdays

* Boys 3 on Thursdays and 4 on Saturdays

† Girls 2 on Tuesdays and 1 on Fridays

† Boys 4 on Tuesdays and 3 on Fridays

† Girls 2 on Wednesdays and 1 on Saturdays

† Boys 4 on Wednesdays and 3 on Saturdays

**Hour to be arranged



Senior Class Team



First Year Team
GIRLS' BASKET BALL, 1910-11



Second Year Team



Third Year Team
GIRLS' BASKET BALL, 1910-11

GROUP V —Continued

Period	First Semester	Second Semester
1 & 2	Forging or Elementary	Machine Shop Practice
(6 & 7)	Woodwork	or Joinery
4 or 5	Professional Reviews	Professional Reviews
7	Food Study	Physiology and Home Nursing
5 & 6	Cookery	Cookery
5 & 3	Sewing	Sewing and Drafting
1 & 2	Inorganic Chemistry	Organic Chemistry
1	Methods and Observation	Methods and Observation
1	School Law	School Law
*	Shorthand	Shorthand
*	Typewriting	Typewriting
*	Penmanship and Spelling	Penmanship and Spelling
*	Commercial Arithmetic	Bookkeeping
*	Business Correspondence	Commercial Law

GROUP VI

*	English VI	English VI
6	Latin VI	Latin VI
*	German V	German V
*	French IV	French IV
1	Drawing and Painting	Drawing and Painting
6	Constitutional Law	Political Science
6	Constitutional History	Constitutional History
5	Geology	Astronomy
7	Economics	Economics
3 & 4	Physics II	Physics II
5	Pedagogy	Pedagogy
*	Teaching	Teaching
*	Public Speaking	Public Speaking
†	Gymnastics	Gymnastics
3	Mechanical Drawing	Architectural Drawing
4	Literature of Manual Training	Organization of Manual Training
6 & 7	Advanced Machine Shop Practice	Machine Construction or
(1 & 2)	or Cabinet Making	Pattern Making and Moulding
3	Household Management	Dietetics and Invalid Cookery
1 & 2	Biology	Organization and Equipment
5 & 6	Advanced Cookery and Table	Advanced Cookery and Table
	Service	Service
5 & 6	Dressmaking	Chemistry of Foods
*	Observation and Practice Teaching	Observation and Practice Teaching
*	Design	Textiles and Art Needle Work

Classes which meet but four days a week and recite during the

First PeriodDrop on Tuesday,

Second PeriodDrop on Wednesday,

Third PeriodDrop on Thursday,

Fourth PeriodDrop on Friday,

Fifth PeriodDrop on Saturday,

Sixth PeriodDrop on Tuesday,

Seventh PeriodDrop on Wednesday.

* Hour to be arranged

† Girls 2 on Wednesdays and 1 on Saturdays

† Boys 4 on Wednesdays and 3 on Saturdays

Departments of Instruction

EDUCATION

The purpose of this department is to examine the fundamental principles—philosophical, historical and psychological—which underlie a scientific theory of education, considered as a human institution. The processes and the problems of education are examined and an attempt is made to formulate a philosophical basis for educational doctrine and practice.

Psychology—The study of psychology is pursued in a Normal school chiefly for the purpose of increasing the teaching power of the student. In a secondary sense, it serves as a general culture study. It is pre-eminently the study of human nature from infancy to old age. It is a direct study of one's own mental life and a more or less indirect study and interpretation of the mental life of others. It never contradicts common sense or the intuitive and instinctive acts of individuals or groups of individuals. The study of psychology rightly pursued touches life in all relations and under all conditions. It is a study of the whole life, with a view of adapting one's self to rational conditions.

The elementary work in this school is based on Halleck's *Psychology and Psychic Culture*, while the advanced work is based on James' book. The text is supplemented by lectures, library reading, class discussions and reports of observations in specific fields. One semester of eighteen weeks is given to each line of work.

History of Education—One semester is spent in the study of the history of education. This belongs to the fifth year of the Normal course and is intended to supply the student with the correct notion of what ought to be done in view of the knowledge of what has been done in the past. The pedagogy of the schools of Greece, Rome, Germany, France and England forms the basis of this study. The great educators, their philosophy, and their chief works are examined and compared with a view

to forming correct educational ideas. The class room work is supplemented by assigned reading on different topics.

Methods and Observation—In methods the common branches are outlined, the essentials for each grade being given, both from the standpoint of the rural and of the graded school. A series of model lesson plans is developed in each branch. Methods in school management are given and include the seating and passing of classes, the care of the school rooms as to light, heat and ventilation, and the inspection of the school grounds. Much library work is required in this subject. The work is designed to be the connecting link between theory and practice. It is divided between general and special methods, elementary science occupying a prominent place in the latter division. The science study covers the phases of the various sciences which are most used in the lower grades of our schools. Botany, zoology, physics, chemistry and meteorology are considered. Field work is made a leading feature of the course.

Before becoming a practice teacher the student is required to observe the work of the different grades in the Training School. During this time it is expected that he will become familiar with the general plan of the school and will be ready to indicate any preference he may have as to the grade in which he is to practice. The student is required to hand a written report of each recitation observed to the director of the Training School or the critic under whom he is observing. To insure attention to fundamental points he is provided with an outline which is used as a guide in the observations.

A brief course in library science is made a part of the work in methods. Its design is to teach the student the intelligent use of books and the manner of selecting and administering a small school library.

Pedagogy—The course in pedagogy in the sixth year is designed for students who have had considerable work along professional lines, and will vary somewhat according to their needs. It will include work in school and class management, school organization, courses of study, and allied topics. Much reading will be done in the library and reports will be made on

assigned topics. This course presupposes work in psychology, history of education and methods.

Child Study—This course in the physical and mental development of children is supplementary to the prescribed course in psychology. It is designed to discuss the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher, and will seek to give him adequate training in the concrete study of child life. Work in the reference library is an important part of the subject, and reports of children observed are required.

School Law—South Dakota statutes relating to the general subject of education are carefully studied. State and county supervision, school corporations, powers and duties of district school boards, teachers and schools, compulsory education, textbooks, school libraries, humane treatment of animals, and special temperance instruction in physiology are some of the topics considered.

Practice—In order to give the student the equipment of actual school room experience, teaching one hour a day throughout the senior year is required as a minimum of practice. Each practice teacher, under the supervision and guidance of a critic teacher, is responsible for the discipline of the class and the appearance of the room as well as for the proper presentation of the lessons. The practice teacher is required to prepare a detailed plan of each lesson and have it approved before taking charge of the school. Additional practice work may be elected when the practice classes are not crowded.

State Course of Study and Practice—This course is offered to meet, as nearly as possible, the needs of those who will go out at the end of two years' work to teach in the common schools of South Dakota. It will include a careful survey of the state course of study, in which the different branches will be taken up from the standpoint of subject matter, sequence, and method of presentation. It will also include observation, writing of lesson plans, and some teaching. The constant endeavor will be to make this a very practical course for those whose time is limited.

GEOGRAPHY AND SOCIAL SCIENCES

Geography

Of all the common school subjects, geography has the widest sphere of relations. It deals with the phenomena of nature and of man. Climate and physiographic features in a large measure control man's economic conditions and industries, and through these affect all his life. Civilized man, however, does not passively accept geographical conditions, but in organized social endeavor brings about a transformation of nature to his own ends. Geography shows how man's life is conditioned and influenced by the earth and how he utilizes these conditions for his own good.

Equipment—The equipment for teaching geography includes a good collection of recently published political and physical maps, an 18-inch Mitchell pendent globe, an 18-inch Houghton slated globe, a fine mercurial barometer, maximum and minimum registering thermometers, a collection of consular reports, geographical atlases, folios, bulletins and reports, files of the Monthly Weather Review, weather maps, a large mapping table, a sand table and a filing cabinet.

Physiography—The work in physiography includes an eight weeks' course in meteorology and an eleven weeks' course in physiography proper. In meteorology the general properties of the atmospheric envelope are studied and a careful examination is made of areas of high and of low pressure, isobaric and isothermic charts being constructed by students from data obtained from the United States weather bureau. In a similiar manner data are obtained from which a complete weather map is made by each student. In addition to a study of wind zones, cyclones and anticyclones, some special attention is given to the tornado and Chinook winds.

In physiography a study is made of the land surface and of the evolution of relief forms. The principal physiographic processes and features are studied, each being taken up by a careful study of some actual type, the physiography of the United States being thus thoroughly covered. The environment of the school permits a study at first hand of a typical young plain, the level bed of glacial Lake Dakota, and the attendant

phenomena of a young meandering river. The field work includes trips to the outside of this lacustrine plain, to the characteristic rolling topography of the glacial drift, the study of minor glacial lake beds in the vicinity and an optional trip to Big Stone Lake, crossing the three outer terminal moraines of the Dakota lobe of the ice sheet.

Commercial Geography—This course includes a review of the principal facts of political geography from the point of view of natural resources, industries and the exchange of commodities. The industrial geography of the United States is made the basis for the study of economic conditions. Not only is our own economic geography the nearest related to the student's experience and conceptions, but it is also the best illustration of the principle of organization of the subject. Here extensive agricultural and grazing areas alternate with great mining and manufacturing centers and are co-ordinated with a division of labor equally great in the power of social adjustment.

Mathematical Geography—The motions, form and position of the earth are studied as determining such conditions as latitude and longitude, map projections, government land survey, standard and local time, solar and sidereal day, the calendar, seasons and zones. Considerable practical and library work is required, such as the determination of latitude from the altitude of the sun at apparent noon and the declination tables in the Nautical Almanac.

Review Geography—This is a half semester advanced course and is designed to give the prospective teacher some knowledge of modern geographic data, their organization and method of adaptation for the common school grades. A study is made of the preliminary geography work which should be done before the text book is used, as well as the formal geography study. Among the important topics of the course are a study of local geography, natural features, mapping, moulding, and the imaginary journey.

South Dakota Geography, History and Civil Government—To prepare for the requirements of the state course of study in South Dakota geography, history, and civil govern-

ment, these subjects are offered in the second semester of the first year of the Normal course. The work in geography comprises a careful study of the surface features of the state, including a study of the glaciated portion east of the Missouri River, and the Black Hills and Badlands west of it; the climate, soil, and products; and the cities and institutions of the state. In civil government the state legislature, executive department, judicial system, county, township, town, city, and the public school system are given careful consideration. A brief study is also made of the constitution of the United States and of nominations and elections.

Social Sciences

The social sciences include the subjects which deal with the interrelations of mankind. While the forces of society that have shaped and moulded institutions antedate recorded history, a systematic and organic study of them has been made only in recent times. Since the work of the teacher is that of an organic formative social force, assisting the child in preparation for social participation, it seems eminently fitting in this institution, designed to train teachers as well as to give technical industrial training and general culture, that the work of this department should occupy a prominent place in our courses.

Sociology—The purpose of this study is to develop a comprehensive view of the complex relations of humanity and acquaint the student with the social elements, functions and processes. The institutions, social organisms and aggregates of contemporaneous society are studied, not so much with a view to making social reformers as to the giving of a rational and balanced conception of society. To this end a study of normal conditions, ideals and processes is emphasized more than a study of pathological conditions.

Economics—This course consists of a study of material wants and their satisfaction, the production of economic goods, their exchange and distribution. The importance of a rational view of the world of industry is apparent when we realize how much of time and human energy is expended in the satisfaction of material wants, and how much of crime and misery, as

well as virtue and happiness, center about the production and use of wealth.

Constitutional Law—This is, in a sense, a course in advanced civil government. It deals with the constitution of the United States, and comprises a careful study of the structure of our federal government and of constitutional powers and limitations.

Political Science—This study deals with the laws and principles underlying governmental functions and processes. It is divided into two parts: (1) The nature and the province of the state. This includes a study of the principles upon which government is founded and the scope and purpose of governmental functions. (2) A comparative study of the governments of the principal nations of the world.

Civil Government. A presupposition for this study is a fair knowledge of the history of the United States and of the elements of civil government. A study is made of local civic institutions, of state government as illustrated in the constitution and administration of the government of South Dakota, and of the federal constitution and the administration of our national government. Some special study is made of municipal government, of the machinery of political parties, and of civic problems as illustrated in current or recent events which indicate civic processes or tendencies. Considerable library work is done, the library having a good list of reference books, besides many valuable governmental publications, such as state reports, state codes and bound volumes of the Congressional Record.

Commercial Law. The aim of this course is to enable the student to understand the elements of law as applied to the conduct of business, not to make lawyers, but to give a rational conception of legal rights and limitations. A study is made of such topics as contracts, sales and transfers of property, negotiable paper, partnership and corporations, agency, insurance, and a brief study of pleading and practice.

HISTORY

The courses in history assume a class well prepared in the elementary history of the United States. The methods in use require much library work. Students are assigned special sub-

jects for research work and are required to prepare and deliver before the class their productions from the reading on these subjects. Analysis of the subject is an important feature of history study; therefore, each student is required to make a detailed analysis from time to time, thus avoiding the error of having it all prepared by the instructor. It is planned to direct the reading and study in such a manner as to call decided attention to the relations of events.

Grecian and Roman History—This subject extends through the first year of the courses. In the first semester, it includes a brief survey of the ancient Egyptian and Babylonian civilizations and the study of Grecian history from the Mycenaean period to the Roman conquest. During the second semester, the history of Rome is considered from the early Etruscan period to the revival of the Empire in 800, A. D.

Mediaeval and Modern History—This subject is offered in the first and second semesters of the second year. The first semester's work is planned to give a general idea of the trend of society from the ancient to the modern order, and considers the development of European history from 800, A. D., through the period of the Hundred Years' War. Especial attention is given to the influences of the mediaeval church and the formation of nations. During the second semester the work treats of events from the time of the renaissance through the readjustment of Europe by the Treaty of Vienna.

General History of England—This course is elective and extends through both semesters of the third year. Its aim is to give a general idea of English history from the earliest historical period to the end of the Victorian era. Effort is made to trace the growth of legal and political institutions and colonial policies as well as social and religious developments. Research work is required throughout the year.

American History—This is an advanced course, following immediately the work in civics, during the second half of the fourth year, and is required of Normal students. A review of the events with the causes leading to the settlement of the American Colonies is given, but the formation of the Union, the Civil War and the reconstruction of the states receive the most prominent place in the course. Special emphasis is laid

upon the principles underlying the development of the political life and the institutions of the American people.

United States History—This is a semester subject offered during the first year of the Elementary Normal course and is planned as a brisk review of the essential events and movements in the history of our country.

History of the Hebrew People—This course is to cover the life of the Hebrews from the origin of the race through the Exile to the Roman conquest. It is not sectarian in character and aims to give an historic view of the political and religious conditions rendering these people so significant in the annals of the world. The course is offered during the first semester and may be elected by students who have satisfactorily completed a year's work in history.

Constitutional History—This course is planned to make a careful study of the growth of the English Constitution. During the year the political constitutions of other countries will be considered for the purpose of comparison. The work will be continued through two semesters.

MATHEMATICS

Throughout the course in mathematics, the aim is to make the teaching of the subject practical and to train the students to habits of careful and accurate thinking; to cultivate in them mathematical strength, together with rapidity and accuracy of computation, and to give to them the best methods of presentation in connection with the fundamental principles underlying each subject.

Arithmetic—Arithmetic has two values, a utility value and a culture value. A knowledge of arithmetic has a bread and butter value to us. We need it in our purchasing, in computing our incomes and in our accounts generally. We also need arithmetic for its culture value. It trains students to think logically, clearly and accurately. It trains their judgment and develops a power for rapid and accurate work. Three courses are offered.

Elementary course. A thorough review of the subject is given. This work, intended for those who wish a complete survey of arithmetic, is offered in the Elementary Normal course.

Commercial course. Preceding the work in bookkeeping a half year in arithmetic is offered to Commercial students. A thorough drill in the more practical parts of the subject is supplemented by abundant illustrative work and miscellaneous problems.

Review course. A half semester's review work is required in higher arithmetic of those taking the fourth year of the Normal course. Modern methods are given prominence.

Algebra—The object of this study, as in all branches of mathematics, it to train the student in logic and to develop his powers of concentration. Care in arrangement, clearness of statement, and accuracy of results are at all times emphasized.

Elementary course. The subject is begun and is taken through quadratic equations in a single year.

Advanced course. A review of the underlying principles of elementary algebra is given before taking up the work in quadratics, ratio and proportion, variation, progressions, imaginary and complex numbers, variables and limits, the binomial theorem, logarithms and undetermined co-efficients. This course is offered as an elective to those who have completed the solid geometry.

Geometry—In this subject the student must get a clear concept of what is to be proven, and then prove in a logical way this concept. The result of this work gives the student the power of continuity both in thought and speech, and it helps form in the learner the habit of seeing things in their true relation. Both plane and solid geometry are offered.

Plane Geometry. This subject follows elementary algebra and is offered for two semesters. The work is based on some good standard text book and much attention is given to original demonstrations.

Solid Geometry. Plane geometry must precede the solid. One semester's work in the latter is offered as an elective in the fourth year.

Trigonometry is offered as an elective in several of the courses. It should be preceded by plane geometry. If time permits, the principles of the sphere are considered with their mechanical and astronomical applications.

Analytic Geometry is also an elective in several of the courses and must be preceded by plane geometry and trigonometry. The course covers the rectilinear and oblique systems of coordinates, loci of the first and second order, the conic sections, and higher plane curves.

AGRICULTURE AND BIOLOGICAL SCIENCES

The biological laboratory is furnished with a wall table extending along two sides of the room, above which are cases for the compound microscopes. Three tables occupy the center of the room, two of which are for student use, while the third is equipped with a sink, aquarium, gas, and shelves for chemicals. There are fifty individual lockers, containing microscopes, dissecting pans, knives, scissors, forceps and other apparatus. Among the general apparatus may be mentioned a still, automatic water bath, Minot rotary microtome, stains, injecting syringe, twelve Bausch & Lomb special compound microscopes and one Bausch & Lomb BB compound microscope with Abbe condenser, a collection of over seven hundred prepared microscopical slides, about three hundred lantern slides upon the subjects of botany, zoology and physiology, and oxy-hydrogen stereopticon; an opaque projectiscope, fitted with electric light, suited for the projection of post cards, charts, maps, and all opaque objects; a Babcock milk tester, soil auger, soil thermometer, soil sample cases, sieves for soil analysis, seed testers, and germinating boxes.

The recitation room connected with this laboratory is equipped with opaque curtains so that the room may be darkened for experiments or for using the stereopticon. Over four hundred volumes of scientific reports are kept in this room where they are easy of access.

Botany is offered in our courses, for eight hours per week, during one year. The following are some of the topics studied: The germination of seeds; growth of seedlings; sources of plant food; stems, buds, leaves and flowers, with the general structure and uses to the plant of each; adaptation of plants to their environment; seed dissemination; plant societies; distribution of plants, with special reference to South Dakota; the economic value of plants from the lowest to the

highest forms. Systematic work is done and each student is required to collect, preserve and classify at least fifty plants. Field work is made a leading feature of the course, many local excursions are planned and as many to distant points as are possible. An annual excursion is made on the second Monday of May to Tacoma Park for the purpose of studying the botanical conditions in that part of the state. Plant physiology is studied sufficiently to enable the student to understand the vital processes of plant life.

Plant Histology—This course is offered for eight hours per week for one semester and embraces a study of the minute anatomy of plants, and consists of three parts:

1. General Methods. A study of the methods of clearing, live staining, fixing and staining methods, microtome technique and the making of permanent preparations.

2. Microchemistry. In which is made a study of some of the inorganic elements and compounds in plant tissues, such as oxygen, sulphur, hydrochloric acid and its salts, nitric acid and its salts, potassium, sodium, etc.; a study of the organic compounds, such as the alcohols, fats, and fatty oils, wax, carbohydrates, sulphur compounds, amido compounds, phenols, hydrocarbons, glucosides, coloring matters, proteids, etc.

3. Methods for the investigation of the cell wall and of the various cell contents, such as a study of the cellulose wall, the lignified membranes and the developmental history of the cell-wall, the nucleus and its constituents, karyokinesis, centrospheres, chromatophores, protein grains, etc.

Zoology—Zoology is given for eight hours per week during the second year of our courses. The first semester is devoted to the groups below the vertebrates and the second semester to the vertebrates. Insects are studied first, with special reference to their economic importance, and then the groups are studied in their order from the lowest to the highest forms. Type forms are studied in the field and laboratory. Field work is required. Special attention is given to the study of animal life as related to agriculture.

Animal Histology—This work is given for eight hours per week during one semester and consists of a study of animal tissues and the methods of preparing the same for microscop-

ical study. Special attention is given to ectodermal, entodermal and mesenchymatous structures of the vertebrates and their relation to human anatomy and physiology.

Physiology and Hygiene is offered for five hours per week during one semester. Experiments and dissections are carried on with as much detail as is necessary to get an insight into the vital processes of life. Hygiene is made an important part of the work.

Review Physiology—This is an advanced professional course required of all fourth year Normal students. Attention is given to methods of teaching the subject.

Agriculture—This is a year course designed especially for Normal students. As outlined it considers the following work:

1. **Plant production.** A survey of the structure, physiology and diseases of plants. Special attention is given to a study of rust and smut and to the attacks of insects on plant life, with methods of prevention. A study is made of seeds, pollination, crosses and hybrids and the process of grafting. The importance of light, heat, moisture and air are considered as related to plant growth. The soil is studied as to its nature and functions, origin, properties, the main classes of soils, such as sand, clay, peat, silt, etc., soil aeration and soil moisture, soil management, as tillage, drainage, irrigation, enrichment, impoverishment and crop rotation. A study is made of the various farm crops, with the methods of culture of each.

2. **Animal production.** One or two of the leading breeds of horses, cattle, sheep, swine, poultry and bees are studied as to their characteristics, methods of breeding, hygiene and the marketing of the product.

3. **Dairying.** A detailed study of the dairy type of cow, with methods of feeding, management and care. A study is made of milk as to its composition, method of handling and the uses of milk, such as for cheese and butter making.

4. **Rural engineering.** A study is made of farm plans as to the size and location of fields, location of buildings, fences, drains and roads. The construction of buildings is studied, with their water and sewerage systems. In this connection are studied some of the facts regarding the development of farm

machinery and the importance of caring for and the repairing of such machinery.

5. A study of methods in and the importance of farm accounts.

Advanced Agriculture—This course is designed for students wishing to elect advanced work in agriculture. At the outset soils and fertilizers are considered with special attention to the nature, function, origin, and wasting of soils, capillarity, solution, diffusion and osmosis in the soil, soil water and the conservation of soil moisture, the distribution of roots in the soil, soil temperature, relation of air to the soil, farm drainage, irrigation, and the physical effects of tillage and fertilizers. From the standpoint of fertilizers a study is made of farm manures, phosphate, potash, lime, commercial and miscellaneous fertilizers, food requirements of plants, rotation of crops and the conservation of soil fertility. Later on attention will be given to animal husbandry and economics. Under animal husbandry will be taken up the study of animal life in relation to the farm, also the care, production breeding, feeding, diseases of, and the marketing of all farm animals. Under agricultural economics will be considered the selection, operation and maintainance of farms, the marketing of products, the relation of the state and the farm, farmer's business methods, etc.

Brief Course in Agriculture—This is open to students in the brief Industrial course and is given for ten hours per week for sixteen weeks and extends over two years. During the first year attention is given to the general principles of agriculture with special work upon seeds, seed testing, and all plant life upon the farm. During the second year animal life upon the farm is studied and special attention is given to soils and fertilizers.

School Gardening—Each student in botany or agriculture is required to cultivate a small tract of ground and to work out upon the tract some special problem in agriculture or to maintain a school garden. Each student in botany is required to maintain an indoor garden or window box during the winter season.

Geology—The work in geology is given for four hours per week during one semester. As much field work is done as the region will permit. Geology is studied under three heads—dynamical, structural and historical. Under the dynamical geology are studied the various agencies which are now producing structures, such as the atmospheric, aqueous, organic and igneous. Under the structural geology are studied the general form and structure of the earth; stratified, unstratified, igneous and metamorphic rocks; the structures common to all rocks, and general erosion. The work in historical geology is given to a study of the various geological periods—the archæozoic, paleozoic, mesozoic, cenozoic and the psychozoic. In the study of the various periods special attention is given to the economic geology.

Astronomy—This subject is given four hours per week for one semester. Astronomy is taken up under the following heads: The doctrine of the sphere, astronomical instruments, problems of practical astronomy, the earth, the moon, the sun, the sun's light and heat, eclipses, the planets, comets, meteors, stars, the light of the stars and aggregations of stars.

The student of astronomy must expect his chief profit to be intellectual, in the widening of his range of thought and conception, in the pleasure attending the discovery of simple law working out the most complicated results, in the delight over the beauty and order revealed by the telescope in systems otherwise invisible, in the recognition of the essential unity of the material universe, and of the kinship between his own mind and the infinite Reason that formed all things and is immanent in them. It is not likely that great inventions and new arts will grow out of a study of the laws and principles of astronomy, such as are continually arising from physical, chemical and biological discoveries, yet astronomy is far from a worthless science. The art of navigation depends for its very possibilities upon astronomical prediction. The science also has important applications in the survey of extended regions of country, and the establishment of boundaries, to say nothing of the accurate determination of time and the arrangement of the calendar.



Junior Girls' Basket Ball Team
Champions of 1910-11



Boys' Basket Ball—First Team

PHYSICS AND CHEMISTRY

Knowledge is living and real to us only when it is founded on personally observed facts and personal experiences. Science is the classification of knowledge. The study of science should develop our mental integrity; make our judgment keen but tolerant; cultivate ability to detect similarities among things observed; train us to keep our minds free from bias; help us to draw conclusions reservedly; and best of all, increase our chances of enjoying and utilizing the treasures of nature. The sciences of physics and chemistry are admirably fitted for carrying out these ideal aims.

The physics department is well equipped with apparatus so that the lectures can be thoroughly illustrated with interesting experiments, by means of which the student's personal experience with things helpful in his every day life is ever increased.

An unusually large variety of chemicals is included in the equipment of the chemistry department by every day handling of which the student is gradually brought to know a great many of the common substances and their practical uses.

Two full year courses are offered in physics. Physics I is in general qualitative while Physics II is intended to cover the same departments of the subject in a more exact and quantitative manner. Physics I lays the foundation while Physics II builds on the more detailed superstructure. The second course is for teachers and artisans who wish to teach the subject or use it in their trades.

The several courses offered in chemistry are adapted as far as possible to supply the needs of each individual student. In the latter part of the course after the working principles of chemistry are understood the student may investigate chemical problems along the line of metal handicraft, electro-chemistry, or subjects in which he may have special interests.

Physics I is offered for eight hours per week during two semesters. Laboratory work is carried on, supplemented by work in text books and lectures. The properties of matter, mechanics of solids and fluids, heat, light, sound, magnetism, and electricity are studied. One of the objects of the course is the practical application of the physical laws as shown in

the city waterworks, transmission of power, electric plants, electric bells, the telephone, the telegraph, X-ray, etc. In mechanics of solids and fluids, the fundamental principles and laws of machines and fluid pressures are studied by building upon the common knowledge of everyday things.

The subject of heat is unusually full of principles having practical applications. Light is interesting from the experimental point of view. The eye, its structure, care and treatment; optical illusions in art and drawing, photography, commercial color photography, Ives's three color process, and color mixing are some of the interesting and practical fields for experiment in the subject of light. The music slide rule as a very simple and easy means of learning all the elements of music so that anyone, talented or not, can readily master the science of music, makes the subject of sound in the pupil's course of vital interest and importance. No expense has been spared in making the equipment for the study of magnetism and electricity everything that could be desired. From as simple an element as a bar of iron or a coil of wire, most of the electrical appliances such as the motor, dynamo, etc., are actually built up by the student and put into practical operation. Frequent visits are made to the factories, mills, and electric plants of the city.

Physics II—This course is given for eight hours per week for two semesters. It is open to all students who have had work in Physics I and have had advanced mathematics.

The first semester is given to a study of mechanics, sound, and light. Under mechanics a study is made of kinematics, kinetics and the mechanism of fluids. A study is made of the nature and motion of sound and the physical theory of music as an easy and absolute key to the thorough understanding of the science of music. In light, a study is made of its nature and propagation, reflection and refraction, dispersion, interference and diffraction, color, and polarized light.

The second semester is given to a study of heat, electricity and magnetism. A study is made of the nature of heat, temperature and its measurements, expansion, fusion, vaporization, transmission of heat, radiation and absorption, **thermodynamics** and the kinetic theory of gases. Under electricity and

magnetism a study is made of electric charges, electrification by influence, electrical potential, capacity and condensers, atmospheric electricity, voltaic cells, electrolysis, Ohm's law and its application, thermal relations, properties of magnets, magnetic effects of currents, electric dynamics, electromagnetism, dynamos and motors, electric oscillations and waves, and the essential principles of wiring and electrical installations.

Chemistry I is offered in our courses for eight hours per week during two semesters. The principal chemical elements, with their common compounds, are studied. About three weeks are given to volumetric analysis. The aim is to familiarize the student with the composition and character of the common substances with which he is already acquainted. Visits are made to the factories, mills, and gas plant of the city.

Chemistry II—Qualitative Analysis. This course is given for eight hours per week through two semesters. The work is open to students who have completed Chemistry I. The work consists of the study of the action of reagents on solutions of the metals, the identification of metals by an examination in the dry way, by flame reactions, and an examination in a wet way.

Inorganic Chemistry—This course practically coincides with the first half of Chemistry I and during that time the work of the two classes is in common.

Organic Chemistry—This study coordinates with Inorganic Chemistry and adapts itself to the needs of those interested in foods and that side of chemistry outlined in the Chemistry of Foods course to which this work leads.

Chemistry of Foods—This course is a continuation of Organic Chemistry. It calls for eight hours per week and continues throughout one semester. The work consists of the study of the composition of foods, the chemistry of their preparation and the physiological chemistry of their digestion. The work is a continuation of the organic side of Chemistry I and gives a study of the preparation and properties of many of the common organic substances, useful in the household. The work in physiological chemistry consists of that which will add to the student's understanding of human physiological

processes such as digestion, action of yeast in fermentation, chemical side of bread making and the chemical changes in foods. Special attention is given to the application of the principles of physiological chemistry, together with the identification of food substances and adulterations.

ENGLISH

The work offered in the department of English aims to cultivate ease and correctness in oral and written expression and to create a true appreciation for the best literature. In the elementary courses greater stress is laid on theme writing, and in advanced courses the student is trained to exercise his critical ability in judging the classics and to consider them in relation to the tendencies of the period to which they belong.

Reading and Grammar—Four hours each week during the first semester are given to this work, and all students in the first year of the Normal course are required to take it. Three hours a week will be devoted to a thorough review of grammar and the elementary principles of composition, with one or more written themes each week. One hour each week the students will study reading with a view of increasing the vocabulary and gaining power to interpret literature by oral expression.

Review Grammar—This is a short course in English grammar planned for those who expect to teach. The course is arranged to make the review a new view as far as possible by basing grammar on logic. While emphasis is thus placed upon the logical aspect of grammar it is not the intention to ignore the historical phases of the subject. This course is given during the first half of the first semester.

In addition to the foregoing, the following English courses are offered:

I—Five hours a week throughout the two semesters are devoted to this course. Three-fifths of the time is given to grammar and composition, and two-fifths to the study of literature. A brief review of the principles of English grammar is followed by a study of the simpler principles of rhetoric, as paragraph structure, unity, and coherence. The simpler forms of narration and description are studied, one or two themes being required each week, with careful revision after

the instructor has suggested corrections. The literature in this course is chosen with a view to interesting the student and teaching him how to read sympathetically. Dickens' "Christmas Carol," Warner's "In the Wilderness," Eliot's "Silas Marner," Cooper's "Last of the Mohicans," and Stevenson's "Treasure Island" are used as supplementary reading.

II—Literature in connection with composition and rhetoric is offered in this course, five hours a week for the first semester being spent in the study. Two-fifths of the time is devoted to rhetoric and composition, and weekly themes emphasizing paragraph structure, coherence of paragraphs, and the principle of emphasis are required. In addition to description and narration, some practice in expository writing is given. The classics chosen for this course are by American authors and include Franklin's "Autobiography," Hawthorne's "Twice Told Tales," and Irving's "Sketch Book." The collateral reading consists of three books by American authors, and the student is required to submit a note book of outlines on this reading.

During the second semester the work in composition and rhetoric is continued and the history of American literature is studied. One-fifth of the time is devoted to the rhetoric and theme writing and four-fifths to the study of New-comer's "American Literature" with the use of Long's "American Poems" as illustrative material. The prose is given largely as outside reading with the notebook of outlines as in the first semester.

III—In this course the history of English literature is taken up five hours each week during the entire year. It comprises a general view of English literature—a course designed as a foundation for more careful and detailed study. The text used is Halleck's "History of English Literature," and various classics, which illustrate each period, are considered. Baldwin and Paul's "English Poems" is used to supply a part of the material, and the remainder is covered by outside reading, consisting of four books each semester with outline work. Also in class one play of Shakespeare and one novel are carefully studied to afford a guide for the collateral reading. Weekly themes on subjects of every day interest,

or fortnightly themes based on the literature, are required throughout this year.

IV—Five hours of each week for the first semester are given to a careful consideration of the Shakespearean drama. This course includes a study of at least five plays with Woodbridge's "Drama: Its Law and Technique" as a guide. Four tragedies and one comedy comprise the class work, and collateral reading consists of eight Elizabethan plays, five by Shakespeare, and three by his most noted contemporaries. The only themes required in this year's work are critiques on subjects chosen from the plays read in class or collaterally.

The second semester is devoted to a thorough study of the Essay and the Oration. Two-fifths of the time is given to the writing of orations and arguments, each member of the class being required to write two orations and two arguments of at least 1200 words each. The literature is selected from both English and American writers and includes Emerson's "American Scholar" and "Self Reliance," Burke's "Conciliation with America," Webster's "First Bunker Hill Oration," and Washington's "Farewell Address." A detailed outline of selections considered is prepared by each student. The outside reading comprises six or more essays and orations with outlines.

V—This course is designed to take up a thoughtful study of advanced rhetoric and composition and will be continued through the entire year, five hours each week being given to the work. Its aim is to develop a command of clear, serviceable English and to encourage individuality in each student. A consideration of the general principles which govern prose composition is followed by detailed study of narration, description, exposition, and argumentation. For illustrative material the work of the best modern authors is analyzed in class, and for application of the principles studied, bi-weekly themes of two or four hundred words and four long themes of one to two thousand words are written by each student and are carefully revised after personal conference with the instructor. The texts used are Baldwin's "Composition," Carpenter and Brewster's "Modern English Prose," and Perry's "Argumentation."

VI—This is a four hour course which includes a study of the development of American literature with especial reference to its relations to the political and social life of the nation. Extensive readings in the prose and poetry of the creative period, with frequent reports on assigned topics, are required. This course is designed to be of practical value to prospective teachers of literature. Lectures will be given on the principles of literary criticism and their application to masterpieces presented in High School work. Pre-requisite, English II.

LATIN

Six courses in Latin are offered, each continuing throughout a year.

I—Beginning Latin. Drill in forms, vocabulary, and elementary principles of syntax. The Roman pronunciation is used.

II—Caesar with prose composition. The first four books of Caesar's Commentaries or an equivalent are read. Grammatical structure is emphasized. Attention is also paid to the historical and geographical setting of the matter studied.

III—Cicero with prose composition. The four Catilinarian orations, the Archias and Manilian Law are read and made the basis for composition. The oration on the Manilian Law is carefully studied as a model of a perfectly constructed deliberative oration. Cicero as a statesman in relation to the life of his time is studied.

IV—Virgil. Mythology and literary workmanship receive attention in connection with the reading of the first six books of Virgil's great epic. A Senior review in composition is given during this year.

V—Livy, Cicero, Plautus and Terence. Books XXI and XXII, or selections from Books I, XXI and XXII, are read and in connection a brief study is made of the conflict for supremacy between Rome and Carthage. Cicero's relation to his time as both philosopher and statesman receives attention in connection with the reading of the *De Senectute* and the *De Amicitia*. The *Captivi* of Plautus and the *Phormio* of Terence are read as examples of Roman comedy.

VI—Horace. Selections from the Odes, Satires, and Epistles. A history of Roman literature with representative selections.

MODERN LANGUAGES

German

I—The work during the first year comprises a study of nouns, adjectives, prepositions, verbs, pronouns, conjunctions, and elements of syntax. Short stories are read and poetry is committed to memory. The students are drilled in composition and conversation.

Grammar: Essentials of German (Vos).

Composition: Composition with Grammar.

Reading: Selections from Guerber, Spyri, and Storm.

II—The aim during the first two years is to enable the student to carry on a simple conversation easily, write letters in easy prose and read ordinary German intelligently.

Grammar: Reviewed and completed.

Composition: Bernhardt.

Reading: Wilhelm Tell, and stories selected from Zschokke, Storm, Hillern, and Heyse. Sight translations from various authors.

Extracts from famous authors are memorized.

III—During the third year a general review of grammar is given. Also special study of syntax, composition and memory work is continued. Letter writing is introduced.

Composition: Wenkebach, Vos, and Pope.

Reading: Some of the following: Karl Heinrich, Die Jungfrau von Orleans, Maria Stuart, Die Journalisten, Undine, Aus dem Mittelalter, Minna von Barnhelm, Der Schwiegersohn.

IV—Goethe, Schiller, Lessing. Life and works.

Some of the following are read: Herman und Dorothea, Wallenstein, Nathan der Weise, Egmont, Der dreissigjahrige Krieg, Dichtung und Wahrheit, Goetz von Berlichingen, Iphigenia, Buchheim's Lyrik, Buchheim's Balladen, Lichtenstein.

Composition: Letter writing; committed production.

V—Goethe's Faust, Oehlenschlaeger's Correggio, modern fiction.

French

The plan of work in the French is similiar to that in the German.

I—Grammar: Fraser and Squair.

Prose Composition: Francois, Part I.

Reading: *La Tache du petit Pierre*, *Abbe Constantin*, *Le Voyage de Monsieur Perrichon*.

II—Grammar: Fraser and Squair.

Prose Composition: Francois, *Advanced Composition*; *Abbe Constantin*.

Reading: Prepared and sight reading.

Texts are selected from the following: *La Tulipe Noire*, *La petite Fadette*, *La Mare au Diable*, *Histoire d'un Homme du Peuple*, *La Prise de la Bastille*, *Une Semaine a Paris*, *Le Monde on l'on s'ennuie*.

III—Grammar: Bruce.

Prose Composition: *Le Siege de Paris*, letter writing.

Reading: Prepared and sight reading taken from the following texts: *Le Siege de Paris*, *La Princess de Cleves*, *Mme. de La Fayette*, *Le Philosophe sous les Toits*, *Les Precieuses Ridicules*, *Les trois Mousquetaires*, *Jacques*.

IV—History of the development of the French drama. Selections are read from work of Corneille, Racine, Moliere.

History of the development of the novel of the seventeenth, eighteenth and nineteenth centuries. Selections are made from the works of Rousseau, Voltaire, *Mme. de Stael*, Victor Hugo, Alfred de Vigny, and Anatole France. Study of French life, art, and institutions.

MANUAL AND INDUSTRIAL ARTS

The department of manual and industrial arts gives instruction in manual training, drawing, designing, and painting to students of the Normal school; instruction in shopwork, drawing, and designing to young men who desire responsible positions in industries where both the theory and the practice of the mechanic arts are required; instruction in special industrial courses to young men who are unable to take the full mechanic arts course, but desire practical training in the various trades; and instruction to students preparing to teach the manual and industrial arts.

Equipment—The first floor of the mechanic arts building contains shops for woodwork, pattern making, metal work, machine work, forge work, foundry work, and a locker and wash room. The second floor contains a drafting room, a display room, a demonstrating room, and a gymnasium.

The woodworking shop is equipped with a power grindstone, a thirty inch band saw machine, a combination rip and crosscut saw machine with a horizontal boring attachment, a hand planer, a twenty inch swing pattern making lathe, five ten inch swing pattern making lathes, and twenty-five benches supplied with individual tools. Connected with this shop are a lumber room, a room for unfinished work, and a tool room well equipped with general tools. Power for this shop is furnished by a ten horse power electric motor.

The metal working and machine shop contains three ten inch swing hand lathes, one twelve inch swing lathe with taper attachment, two twelve inch swing, quick change engine lathes, two fourteen inch swing, quick change engine lathes, two ten inch swing engine lathes, one sensitive drill press, one fourteen inch drill press, with automatic feed, one universal milling machine, one universal cutter and tool grinding machine, one wet grinder, a power hack saw, a shaper, benches and vises for hand work, and drawers for individual tools. The tool room connected with this shop is fully supplied with all necessary measuring, marking and machine attachments, and with numerous small tools. Power is furnished by a ten horse power electric motor.

The forge shop is equipped with twenty Buffalo down draught forges, a portable forge, bar shears for cutting stock, a power hammer, a post drill, an emery grinder, anvils, vises, benches, swing and hand hammers, fullers, swages, punches, chisels, tongs, and all tools needed in general forging. The blast is supplied by a twenty-four inch blower and an exhaust drawn by a sixty inch steel fan. Power for these is supplied by a twenty-five horse power electric motor. This shop is also equipped with a shoeing floor and tools for practical horse-shoeing.

The foundry is supplied with a twenty-inch cupola, a core oven, moulders, benches, and the necessary riddles, rammers,

slicks, shovels, trowels, and the like. The blast for the cupola is furnished by an eighteen inch fan driven by a five horse power electric motor.

The demonstrating room on the second floor is equipped for demonstration work and also for classes in manual training and applied design. The equipment consists of benches, vises, and small tools for work in leather, art-crafts metal work, applied design, and elementary manual training.

The drafting room on the second floor is large and well lighted. It is equipped with drawing tables, cases, instruments, drawing boards, paper cutter, and a printing outfit.

Woodwork—The work during the first semester is designed to give thorough training in the adjustment, use, sharpening and care of the ordinary bench tools. The exercises include instruction in squaring, gaging, sawing, boring, planing, chiseling, modeling, carving, fitting, gluing, sandpapering, and finishing in the construction of articles useful for the school or for the home. During the second semester in addition to the use of bench tools, instruction is given in the use, care and adjustment of woodworking machinery. The work includes projects for the school such as work benches and drawing tables. During the latter part of the course the students are given an opportunity to construct pieces of furniture such as tables and chairs from working drawings made by themselves in the drawing class. Throughout the course one class period a week is devoted to the study of such topics as bench tools; woodworking machinery; timber, including growth, milling, uses, strength, method of finishing, etc.; the carpenter's square; and kindred subjects.

Cabinet Making—This course is for advanced students who have completed first year woodwork or an equivalent and includes instruction in furniture design, proper methods of finishing the different kinds of wood used for furniture, and interior woodwork, upholstery, caning, wood carving, adjustment, sharpening, and use of woodworking machinery, saw filing, apparatus making, and the construction of wooden furniture, having as its leading characteristics simplicity, durability, beauty, and usefulness.

Wood Turning—The work in wood turning includes instruction and practice in the use of the wood lathe in practical turning between centers, chuck and ornamental turning and careful training in the use of turning tools such as gages, skew chisels, nosing tools, parting tools, calipers, and dividers. Particular attention is given to beauty of outline, exactness in size and finish of work.

Pattern Making—Practice is given in the use of general woodworking machinery, such as the hand planers, circular and band saws, boring machine, wood lathe, and bench tools, and in the preparation, cutting, and gluing of stock used in the making of patterns and the necessary core boxes of pipe fitting, pulleys, machine parts, and in the making of patterns for machines needed in the shops.

Carpentry—This course is designed to give practical training in modern carpentry work. It includes instruction in the use of carpenter tools and woodworking machinery; practical examples of general framing, roofing, formation of cornices, shingling, flooring, rafter cutting, setting window frames, stairbuilding, and estimates of buildings.

Metal Work—This work includes the use of bench tools, the hand lathe, drill press, metal saw, grinder, and the forge in the construction of projects such as tool makers' clamps, calipers, dividers, plumb bobs, scribers, combination levels, punches, chisels, hammers, etc. The making of these articles involves such processes as chipping, filing, turning, sawing, grinding, polishing, riveting, threading and forging, and includes work in cast iron machine steel, tool steel, and brass. This course is a preliminary to the regular machine shop course.

Forge Work—Instruction is given in the building and care of fires; the use and adjustment of tools; the study of materials worked, and explanation of the proper methods of treatment; practice in drawing out, upsetting, bending, twisting, forming, fullering, sawing, punching and welding, including methods of scarfing for the various welds. The exercises include simple forging, chain making, hooks, bolts, and general forge work; working steel in tool making; hardening and tempering; annealing.

In order to gain a broader knowledge of the metals than can be acquired at the forge a study of the composition, uses, and method of manufacturing will be taken up from time to time.

Blacksmithing—Besides the regular work at the forge a course in practical horseshoeing will be given. For the present, a portion of the time will be spent in theory work, studying the horse's hoof, as to shape, possible defects, and proper construction and type of shoe. Visits to commercial shops will be made for the purpose of observing, practicing and studying the concrete problem.

Foundry Practice—This course includes instruction and practice in charging the cupola furnace, pouring off heats, tempering the sand, moulding in green sand and loam; and core-making. Some of the patterns made in the shops are used and the product from the foundry is worked up in the machine shop. Visits are made to local foundries for study of practical shop methods.

Machine Shop Practice—The work includes bench and machine practice. Beginning with the care and use of the tool with which he is to work, the student is carried through the various operations of machine shop practice. The course consists largely of exercises, in the beginning, designed so as to teach the student a variety of tool operations, and the manipulation of the machines for the different kinds of work. The exercises are chipping, filing, centering, squaring, straight, taper and ornamental turning, outside and inside thread cutting, shaper work, and the use of the milling machine in cutting bolt heads, gears, etc. The last part of the course is given to tool making, as taps, dies, reamers, cutters, etc.

Machine Construction—In this course the student is given practical training in working out machine parts, and in assembling, erecting, finishing, and adjusting complete machines. The repairing and adjusting of the machinery of the shops is a part of the work of this course.

Since several of the courses given in the catalogue include machine shop practice, the work in the shop will be so arranged as to meet the requirements of each course, where this arrangement is possible.

Much of the knowledge the student should acquire cannot be gained from the shop alone so to fill in this gap machine shop theory constitutes a regular part of this course.

Farm Machinery—The purpose of this course is to study the different types of farm machinery with a view towards keeping them in repair. Special attention will be given to gasoline engines, both stationary and traction, with regard to construction, care and operation.

Teachers' Manual Training—This course is planned primarily for teachers. The aim will be to present the essentials of several handicrafts which may be taught in the elementary schools without special equipment. It includes sand table projects, clay-modeling, textiles, basketry, raffia work, paper and cardboard construction, wood-block printing, stenciling, metal work, leather tooling, elementary book binding, knife work in wood, and the use of native material such as corn-husks, grasses, and wild grape vines. Drawing is emphasized and many original designs are required. One class period each week is devoted to the history, literature, and organization of manual training.

Organization of Manual Training—This includes the history of the development of manual training in the United States and in foreign countries; a study of equipment, the planning of a shop, making drawings showing the arrangement of rooms, placing of equipment and estimates of cost; and the planning of courses of study for the elementary and secondary schools.

Freehand Drawing—The object of this subject is to train the hand and eye to act in unison, to develop and sharpen the faculty of observation, and to give the student work of a practical nature that will be useful to him in his shop practice. The course includes a study of perspective principles as found in geometric solids and simple machine parts; orthographic projection to enable the student to read blue prints and make working drawings for his projects in woodwork; furniture design, including general lines, proportions, construction, and decorative features; nature drawing, landscape composition and design. The mediums used are pencil, pen, brush, ink, and water colors.

Mechanical Drawing I and II—The work includes the use and care of instruments, geometric drawing, conic sections; orthographic, isometric, and cabinet projection; developments; intersections; working drawings; tracing and blue printing; spirals; helices; screw-threads; bolt heads; and working drawings of machinery.

Architectural Drawing—This course consists of instrumental and freehand drawing, plans, elevations and details of frame, brick, stone, and cement construction; freehand and instrumental perspective; specifications; tracing and blue printing. Visits are made to buildings during their erection to study methods of construction.

Architectural Design—Lectures and exercises are given upon the forms and proportions of the Greek and Roman orders, studies of doors, windows, balustrades, vaults, arches, and domes drawn in plans, elevation, section and perspective, are followed by advanced problems in architectural design.

Machine Drawing—The work comprises instruction and practice in freehand technical sketches of machine parts and complete machines. Practical application of the principles of projection are obtained by making working detail and assembly drawings of machinery from measurements, from technical sketches, and from blue prints.

Machine Design—The work covers the principles of mechanism, including a study of mechanical movements, problems on gear wheels, cams, belts, screws, parallel motions and quick-return movements.

Interior Decoration—This course includes the study of the principles of design, particular attention being given to the planning of color schemes for walls, draperies, woodwork, etc., and to the materials used in tinting, stenciling and staining.

Furniture Design—A survey is made of the development of the historic styles of furniture, the work then taking the form of a study of design as applied to general cabinet work and falling under the following heads:

1. General lines and proportions, as determined by the purpose.
2. Constructional features, methods of joining, etc.
3. Proper uses and limitations of materials.
4. Decorative features.

Perspective—The subjects considered are the general theory of conical projections and its application to perspective drawing, methods of direct division, direct measurement, relation between lines and points in the perspective projection, methods of perspective plan, curves, shadows, and apparent distortion.

Literature of Manual Training—Literature pertaining to the various phases of manual training and industrial work is carefully studied and the student becomes familiar with the methods advocated by noted teachers and follows the new theories advanced. Written and oral reviews of books and magazine articles are required.

History of Architecture—The work is pursued by means of lectures, and by reports from the students upon assigned topics. the reports are illustrated by drawings and sketches.

Construction and Strength of Materials—The course consists of a study of materials and processes employed in ordinary building operations; strength of materials, stresses and strains in beams, girders, columns, roof trusses, etc.

Masonry—This course is planned for the short course students and will include the study of the fundamental principles of brick and concrete construction, and shop practice in brick laying and concrete work.

HOUSEHOLD ARTS

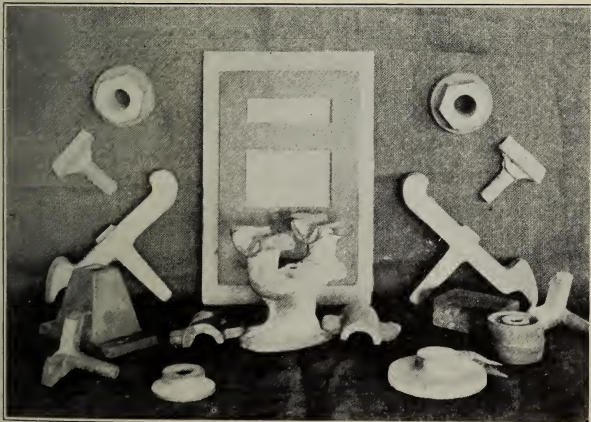
The course in household arts aims to make the student familiar with the best and most economical methods of home making and housekeeping and trains students to teach household arts.

The course of study includes cookery, advanced cookery and serving, dietetics and invalid cookery, sewing and drafting, dressmaking, art needle work and textiles, physiology and home nursing, household management, organization and equipment, art decoration, food study, general science, observation and practice teaching, and professional subjects.

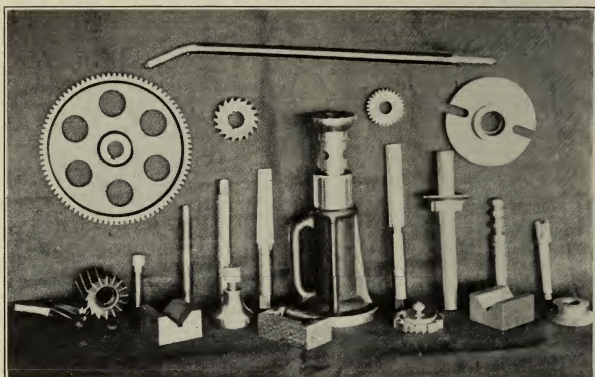
Cookery—This course includes lectures and laboratory practice in the care of the kitchen and its furnishings; the principles of cookery; the selection and combination of foods for the body; food production and manufacture; and the preservation of foods.



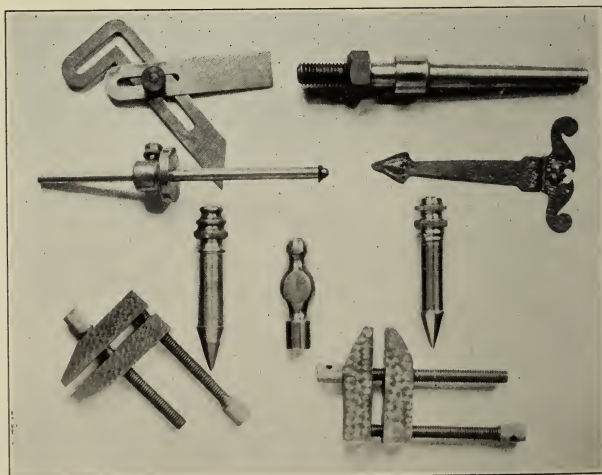
Bead Work—Teachers' Manual Training



Projects in Pattern Making



Products of the Metal Shop



Tool Making

Advanced Cookery and Table Service—This course provides for the planning of menus and the preparation of meals to be served by the members of the class; in table service, the intelligent buying of glass, china, and linen is considered; the laying of the table including decorations; serving of breakfasts, dinners, luncheons and teas; suitable dress; and the care of the dining room and pantry.

Dietetics and Invalid Cookery—Dietetics is studied in order to understand the relation of food to the body in health and disease and to teach the scientific principles underlying food preparation and their practical application to the needs of the body. Diets for different diseases are studied, also the feeding of infants and young children. In invalid cookery the principles of dietetics are developed and the food values of ordinary foods are determined.

Sewing—This subject provides a practical course in the elementary phases of needle work, beginning with the simplest forms and leading to the making of appropriate wearing apparel. The work of the first semester includes the use and application of the eighteen primary stitches employed in hand-work and implements necessary for sewing.

Drafting—The Snow system of cutting and drafting is used; a suit of undergarments and a wash dress are made. The student is taught the use and care of the sewing machine.

Dressmaking—The purpose of this course is to teach the art of dressmaking. This includes the drafting and designing of the patterns, also the cutting and making of dresses. The use of copyrighted patterns is considered.

Art Needle Work—It is planned to give a knowledge of design and its application, also to give skill in fine needle work in the making of garments and household furnishings. The following lines of work are taught: Design as applied to material and its adaptation to particular kinds of needle work; and needle work stitches, as hemstitching, fancy darning, applique, cross stitching, scallops and dots, eylet embroidery, French embroidery, drawn work and crocheting.

Textiles—In this course provision is made for a study of the development of industries pertaining to the domestic art; viz., weaving, spinning and a closer study of the four textile fab-

rics—cotton, wool, flax and silk. This study includes a discussion of fibers; methods of manufacturing; the processes of weaving, and dyeing; and selection of materials according to their wearing qualities and suitability for garments.

Physiology—The purpose of this course is to teach the functions of the various organs of the human body with special reference to the physiology of nutrition and the maintenance of a healthy organism.

Home Nursing—In this course, the students are taught the home care of the sick; the location and care of the sick room; what to do in case of accident until the doctor comes and how to assist him, and the uses of a few simple remedies.

Household Management—Under this head various topics are considered, as house sanitation, cleaning and cleaning agents, care of materials, relation of income to expenditure, the systematic arrangement of household duties, and business methods.

Organization and Equipment—This course has as its aim the working out of the relation of the domestic science subjects to the home, the organization of a course of study, and a careful consideration of equipment.

Art Decoration—The principles of art are applied to the home in its furnishings and decorations. Convenient house plans and the arrangement of the kitchen to the rest of the house will be considered. Each student is required to plan a house, to prepare a chart showing the color scheme, and to list the materials needed for its proper furnishing.

Food Study—The design of this course is to give a knowledge of the food stuffs and to show how dietary conditions may be improved. This leads to intelligent selection, combination and preparation of foods and to a thorough understanding of physiological requirements of food in the body.

Cooking Uniform—Each student is required to wear when cooking in the kitchen, a perfectly plain, white or light percale shirt waist with long sleeves, linen collar, and a small black tie, a large apron (style 8948 of the Butterick Patterns) and at least two holders and hand towels about eighteen inches square.

INSTRUMENTAL AND VOCAL MUSIC

The school offers special instruction in piano and voice culture and in wind and stringed instruments. The pianoforte course is as follows:

I—Foundation work in technique; Emery's Foundation Studies; National Graded Course I; Kohler, op. 157; Bertini, op. 100; Duvernoy, op. 176; all major scales; sonatinas; pieces by standard composers.

II—Biehl, op. 44, Book I; Biauer, op. 15; Czerny, op. 636; Lemoine, op. 137; easy sonatas; major and minor scales; arpeggios; and pieces by standard composers.

III—Selections from Czerny, op. 299; Heller, selected studies; scales and arpeggios continued; Bach, inventions; octave studies; sonatas; standard solos; ensemble playing.

IV—Clementi, Gradus ad Parnassum; Kullak, octave studies; Tausig, daily studies; Chopin, selected studies; Moscheles, op. 70; sonatas and compositions of Mozart, Beethoven, Mendelssohn, Schubert, Chopin, and others; ensemble playing.

In the vocal department especial attention is given to voice placing, tone production, interpretation, phrasing, and enunciation. A thorough and systematic study of vocalises and etudes by Nava, Concone, Garcia, Marchesi, and Bordogni is undertaken. This is supplemented by songs of the best composers.

Sight Singing—It is the purpose of this school to give each student an opportunity to acquire sufficient technical knowledge to read all ordinary music at sight. Each class receives thorough drill in theory, sight-singing and ear training, followed by melody writing, harmony, musical history, and the best methods of presenting music to all grades. The chorus period is always of special interest to each student, as the class is composed of the entire school, its object being to study four part music and compositions of our best song writers.

The following musical organizations are maintained: The Choral Society, the Girls' Glee Club, the Boys' Glee Club; the Normal Choir, the Male Quartette, and the Orchestra.

A students' concert is given at the close of each semester.

Six pianos are included in the equipment of this department and students are privileged to rent them for practice purposes.

DRAWING

Instruction in art is considered of the highest importance by all progressive educators. It is important because it involves free, spontaneous expression through which the child's faculties are developed in a natural way. Art education sharpens the faculty of observation, stimulates the imagination, and increases the power of creation.

Considering the foregoing facts the work will be extended during the coming year. Two courses are offered, one for Normal students meeting the requirement for the state certificate, the other an elective open to all students of the school who wish special training in drawing and painting.

Normal Drawing—The Normal art work aims first to develop technique, that is, the ability to express one's self with facility in various media such as pencil, charcoal, crayon, water color and clay; second, to cultivate taste, the appreciation of works of art, through a study of form, color, composition and design; and third, to prepare students for the teaching of drawing in rural and city schools, through a study of methods of presentation.

The scope of the work includes representation, construction and decoration. Under representation training is given in drawing and painting of still life groups, such as plants, flowers, fruits and vegetables, vases and books; of life and action as the illustration of sports, games and all other activities; and of landscape, considering prospective arrangement, or composition, season of the year, and time of day. A study is also made of the theory of color, as applied to the use of pigments.

Under construction and decoration, work is taken up which involves the application of the principles of design to problems in weaving and basketry, paper and cardboard, stencilling, block printing, leather and metal work. Some instruction is given in mechanical drawing, enabling Normal graduates to teach simple working drawings in the grades.

During the coming year students will have the opportunity of doing practice teaching of art work in the Training School. This will be under the direct supervision of the special art teacher.

Drawing and Painting—The purpose and scope of the elective course, though much the same as the Normal course, will differ in that the professional side will be eliminated, more emphasis being placed upon the academic, that is, to work in drawing, painting and design for those wishing to study art for pleasure or profit.

EXPRESSION AND PUBLIC SPEAKING

The work of the expression and public speaking classes furnishes such instruction as will enable the pupil to intelligently interpret the printed page. The chief aim is to cultivate attention, awaken the finer instincts, stimulate imaginative thinking and develop an appreciation of the beautiful in literature and life. The text books used in expression are the four volumes of "Evolution of Expression." The public speaking class will take up the "Essentials of Teaching Reading," a study of voice and body (with the view of their use and influence in the school room), and some lecture work. During the year the Junior and Senior plays are given; also the Lincoln declamation contest.

GYMNASTICS

The Swedish system of gymnastics is used and the exercises are intended to develop beauty of form, and to produce health and strength, and grace of body. The work will embrace free gymnastics, apparatus work, instruction in walking and standing, dumb-bells, Indian clubs, games, basketball and baseball.

Every girl in the Normal will be required to take the work unless specially excused.

The students are marked upon the basis of attendance, effort and knowledge of the work given, and a passing grade is necessary for graduation.

A regulation gymnasium suit and shoes will be required of all students.

COMMERCIAL DEPARTMENT

This department seeks to meet the widespread demand for a brief business training. Increased facilities for the work of this department are being added and thoroughness is required. Commercial arithmetic, commercial law and other subjects in the commercial course are taught in the several appropriate departments of the school and the student has the advantage of the larger school life which an exclusively commercial school cannot have.

Bookkeeping—A semester is given to a careful study of business methods and bookkeeping, including billing and shipping goods, wholesale and retail; leasing property; writing and recording leases; filing papers; writing letters; care of general correspondence; handling all kinds of commercial paper as notes, receipts, drafts, checks, and bills of lading. Thorough drill is given in the practical use of all books used in bookkeeping, both single and double entry, opening and closing sets of books, care of the bank and cash book, balance sheets and bill books. The tablet system is used. So far as possible the work is reduced to an individual basis by having the student represent the parties to the transaction involving the payment of bills, discounts, care of the papers and bank accounts. Those who complete this course are enabled to teach the subject and are prepared to have general care of ordinary office work.

Penmanship—The object of this course is to teach rapid, easily executed business writing. It is required of all students until they have attained the three utilitarian essentials—legibility, rapidity and ease of execution.

Spelling—Much attention is given to this important subject. Lists of words are studied as to meaning, syllabication and pronunciation. A thorough drill in correct spelling accompanies the proper use of words in sentences and paragraphs.

Shorthand—The work in shorthand is given eight hours a week throughout the entire year. Simple consonants, vocalization, initial and final hooks and circles, position of words, punctuation, contractions and expedients, word-signs, and writing exercises are among the principles first considered. After

becoming familiar with these, the student is taught to use position through elimination of vocalization. General dictation is next taken up, including numerous law forms and letters pertaining to various kinds of business. Special attention is given to accuracy and speed. Graham's Hand-Book, Graham's Amanuensis Practice and Tinus' Dictation Studies are the texts used.

Typewriting—The touch system is taught for two hours each day throughout the year. Graded exercises designed to aid the student in learning the key-board precede letters, law forms, and practice for speed. The student is early taught the proper care of the machine. Transcript work from shorthand notes is taken up after the student has learned the key-board.

List of Students

In Attendance During the Year 1910-1911

SENIOR CLASS

Post-Graduate Normal Course

Barton, Elsie.....	Aberdeen
Brady, Anna Mae.....	Auburn, Ia.
Fuller, Martha Sarah.....	Frederick
Harrison, Laura Ethel.....	Aberdeen
Hayes, M. Cleveland.....	Drake, N. D.
Knight, Bertha Leona.....	Woonsocket
Kribs, Olive	Timber Lake
McKenzie, Elbert.....	Elwood, Ia.
Porter, Alta Margaret.....	Necedah, Wis.
Rice, Mabel Lovella	Charles City, Ia.
Seide, Huldah Sarah.....	Milbank

Post-Graduate Academic Course

Teichmann, Reuben Robert.....	Aberdeen
Teichmann, Samuel J.....	Aberdeen

Household Arts-Normal Course

Bushnell, Mabel Irene.....	Coffeyville, Kan.
Reynolds, Nona Katherine.....	Canton

Advanced Normal Course

Amsden, Amy	Groton
Amsden, Kate	Groton
Ashmore, Eunice.....	Hawarden, Ia.
Bartlett, Esthair Marie.....	Groton
Bedell, Florence Allene.....	Clark
Bengtsson, Minnie Sophia.....	Hecla
Brown, Lucy.....	Groton
Burnham, Alice Annabel.....	Frederick
Byrne, Alice Mae.....	Tabor
Cochrane, Emma DeEtta.....	Clark
Combs, Tillie Annis.....	Aberdeen
Curtis, Laura Louise.....	Britton
DeLange, Barbara.....	Miller
DeWitt, Bernice Attolia	Viroqua, Wis.
Drum, Grace.....	Aberdeen
Dunker, Frieda Emilia	Warner
Eastman, Alice Maud.....	Webster
Eddy, Wilma Elaine.....	Henry
Ellinghausen, Anna Gesine.....	Hecla

Elliott, Hazel Fern	Beresford
Ennis, Hazel Maud	Stratford
Ford, Mary Elizabeth	Estelline
Gerberich, Catherine	Langford
Griffis, Grace Capitola	Ortley
Gullander, Magnhild Alvira	Bristol
Hanson, Mabel Pauline	Volga
Hedman, Nina E.	Beresford
Hendrickson, Cora Helmyne	Appleton, Minn.
Hendrickson, Eva Claretta	Appleton, Minn.
Hughes, Elizabeth	Java
Jensen, Josephine Marie	Summit
Johnson, Carl Henry	Frankfort
Johnson, Laura Clare	Webster
Johnston, Esther Amelia	Henry
Jordan, Florence	Beresford
Kretschmann, Sabina	Hankinson, N. D.
Lee, Edna Josephine	Canton
Lemmon, Elizabeth Rose	Pierpont
Lyle, Anna M.	Beresford
McCalmont, Anna Lucilla	Pierre
McKay, Mabel Helen	Orient
Mangan, Mae Cecelia	Elkpoint
Nelson, Mabel Claire	Bruce
Olson, Florence	Veblen
Powers, Ethel	Groton
Rehfeld, Erna	Aberdeen
Richards, Edna Lottie	Juneau, Wis.
Richards, Nina Grace	Juneau, Wis.
Ridge, Olive Hope	Beresford
Ritchie, Arvilla	Aberdeen
Robinson, Cora Maria	Sisseton
Roehm, Hazel Faye	Pierre
Ruden, Gilbert Ingvald	Watertown
Schaffer, Elsie Catherine	Milbank
Sheldon, Harriet Belle	Andover
Sieh, Mabel	James
Smith, Lottie Robinson	Waterloo, Ia.
Smith, Olive Nora	Florence
Smithers, Ethel Laura	Aberdeen
Thompson, Eva May	Langford
Tilgner, Charlotte Sophia	Hawarden, Ia.
Ustrud, Ida	Florence
Valentine, Lucie Mae	White
Walter, Eunice Irene	Conde
Williams, Kate Mae	Volga
Young, Lillias	Aberdeen

Advanced Academic Course

Armantrout, Paul	Aberdeen
Batesole, Glen Lyman.....	Aberdeen
Brady, Charles Enoch.....	Aberdeen
Brady, Neva Bess.....	Aberdeen
Giesen, Edna Minerva.....	Aberdeen
Hay, Grace.....	Aberdeen
Hezel, Otilie	Aberdeen
Husband, Ivy Cecilia.....	Aberdeen
Johnson, Willis Leslie.....	Aberdeen
Overby, Edna Elizabeth.....	Mellette
Sheehan, Irene Genevieve	Aberdeen
Shields, Jeannette	Aberdeen
Wallace, Margaret.....	Aberdeen

Advanced Mechanics Arts Course

Fulleton, Clyde.....	Aberdeen
Price, Joseph.....	Aberdeen

College Preparatory Course

Brancel, Orville Mathew.....	Aberdeen
Connell, Jay Martin	Aberdeen
Crandall, Dorothy Abbie	Aberdeen
Gillin, Dominick Carl.....	Bath
Hanicker, Leland Stanford.....	Aberdeen
Honey, Anna Mae.....	Putney
Huntington, Margaret Alice.....	Aberdeen, R. F. D.
Kepke, John Herman.....	Groton
Kimball, Charles Harold.....	Aberdeen
Miller, Eva Joy.....	Ipswich
Miller, Lora Martha.....	Aberdeen
Olander, Emil Theodore.....	Aberdeen
Rawson, William John.....	Groton
Regan, Francis Martin.....	Bath
Reue, Ruth.....	Leola
Sieh, Charles Andrew.....	James

FOURTH AND FIFTH YEAR STUDENTS

Aldrich, Pearl Lillian.....	Redwood, Falls, Minn.
Arndt, Olga Justina.....	Leola
Askew, Walter Howard.....	Aberdeen
Bacheller, Harold Irving.....	Aberdeen
Bacheller, Elwyn Paul.....	Aberdeen
Barden, Ruth Crellin.....	Portage, Wis.
Berry, Albert.....	Butte, Mont.
Bottum, Emily.....	Faulkton
Bremer, Carl Arthur.....	Aberdeen
Briscoe, Laura Cecelia.....	Coal Springs
Burns, Edward Leo	Aberdeen, R. F. D.

Burns, Peter Sylvester.....	Aberdeen, R. F. D.
Carroll, William John.....	Summit
Chapin, Lois Irene.....	Winfred
Clausen, Ella Friederike.....	Ashton
Clayton, Beryl Melba.....	Leola
Cochrane, Ellyda	Clark, S. D.
Curry, Julia Elizabeth.....	Elkpoint
Curtis, Augusta Bessie.....	Britton
Draeger, Henry Herman.....	Groton
Dye, Pearl Anna.....	Richards
Fessenden, Lillian Maybelle.....	Wetonka
Fuller, Emma.....	Gary
Gunnison, Kyle Henry.....	Aberdeen
Humphries, Pattie Eunice	Morristown
Imlay, John Logan.....	Plankinton
Ingersoll, John Gould.....	Aberdeen
Jockheck, Ella Louise	Durant, Ia.
Jorgenson, Ellen Christine	Yankton
Kelly, Ralph Thomas.....	Aberdeen
Kenney, Winifred Cecile.....	Elkton
Lane, Madge Johnson.....	Leola
Lawrence, Edwin Merrill.....	Minneapolis
Lloyd, Mazie Georgina.....	Ashland, Wis.
McCann, Gertrude Evelyn	Aberdeen
McConnell, Helen Thornburgh.....	Aberdeen
McGinnis, Margaret Alice.....	Cherokee, Ia.
Nicholson, Beatrice Louise	Cresbard
Noonan, John Joseph.....	Frankfort
Overby, May Frances	Mellette
Pattee, Nest Valjean.....	Canton
Peterson, Edward Clarence.....	Hosmer
Pierson, Joe.....	Aberdeen, R. F. D.
Purdy, Burt Daniel	Summit
Purdy, Emmett Louis.....	Summit
Ringrose, Margaret.....	Aberdeen
Ronayne, Mary Josephine.....	Aberdeen
Schlueter, Albert A.....	Yankton
Slocum, Gladys	Ipswich
Sueltz, Alma Maria.....	Groton
Sueltz, Elsie	Braddock, N. D.
Sweet, Eugene.....	Aberdeen
Wales, Edna Castle.....	Turton
Wilson, Gladys Louise	Highmore
Wolcott, Hazel Gertrude.....	Sparta, Wis.

THIRD YEAR STUDENTS

Adams, Merle Ethelyn.....	Aberdeen
Allen, Martha Matilda.....	Ipswich

Andersen, Adelene.....	Aberdeen
Belseth, Dora Caspara	Wetonga
Bennett, Catherine Myrtle.....	Mildred, Mont.
Brant, Winnie Etta.....	Athol
Brush, Alice.....	Keystone
Brooks, Ray S.....	Aberdeen
Byrne, Francis.....	Faulkton
Carlson, Arda Carliziva.....	Wetonga
Carlson, Elga Olive.....	Wetonga
Clark, Arlene Belle.....	Mildred, Mont.
Daniels, I. Blair.....	Ipswich
Elliott, Douglas Stilwill	Aberdeen
Emmert, Laura Hortense.....	Alcester
Freeland, Myrtle Edith.....	Claremont
Granger, Ethel Christina	Aberdeen
Granger, Oscar Sidney.....	Aberdeen
Hast, Sidonia Biesheim.....	Bruce
Hinz, Ella Alma.....	Markesan, Wis
Hundstad, Carl Edwin.....	Aberdeen
Jamieson, Jean Ellen.....	Aberdeen
Johnson, Arthur Lee.....	Aberdeen
Johnson, Ella May.....	Webster
Jones, Thomas David.....	Plana
Kimmel, Thekla Dorothy.....	Verdon
Kimmit, Elizabeth	Ipswich
Klabunde, Nettie L.....	Aberdeen
Krahn, Albertina.....	Aberdeen
Kuntz, Emilie Louise.....	Groton
Larson, Mable Louise.....	Warner
Lockington, Leonard Henry.....	Aberdeen
McGuire, Eldora Fleurouge.....	Highland, Wis.
Mikkelson, Emma Christina.....	Lebanon
Minard, David Proud	Aberdeen
Nesbitt, Lucinda Cole	Mina
O'Donnell, Jane.....	Aberdeen
Olander, Adolph Curtis.....	Aberdeen
Olander, Amy Charlotte.....	Aberdeen
Olsen, Alma.....	Aberdeen
Parker, Benjamin Franklin.....	Highmore
Petrie, Fred	Linton, N. D.
Reed, Rhea May.....	Aberdeen
Rhodes, Beatrice Adeline	Galesville, Wis.
Ronayne, John Robert.....	Aberdeen
Ryan, Daniel James.....	Aberdeen
Seaman, Charles Leigh.....	Warner
Smith, Pearle Eliza.....	Florence
Sondergard, Anna May.....	Turton

Sueltz, Sophia Amelia.....	Groton
Sweet, Hallie Mae.....	Aberdeen
Swift, Martin Howard.....	Cresbard
Thompson, Hilma Charlotte.....	Lily
Tillotson, Lucius Edward.....	Lemmon
Vaaler, Rosa Marie.....	Aberdeen
Waak, Lillian.....	Aberdeen
Ward, Alfred.....	Aberdeen
Wilson, Bertha T.....	Kokomo, Ind.

SECOND YEAR STUDENTS

Alldritt, Lloyd Earl.....	Wetonga
Bachelor, Constance Amanda.....	Aberdeen
Bohle, George J.....	Artas
Carleton, Fred.....	Heron Lake, Minn.
Cason, Everett Emery.....	Aberdeen
Cate, Margie May.....	Aberdeen
Christian, Jean.....	Leola
Cate, Walter.....	Warner
Clayton, Della.....	Leola
Christian, Jean.....	Aberdeen
Cole, Mary Jeanette.....	Aberdeen
Conway, Verna.....	Orient
Deffebach, Harry.....	Ellingson
Delzer, William.....	Ashely, N. D.
DeWitte, Burdette.....	Holabird
DeWitte, Henrietta Lucile.....	Holabird
Doonan, Kathleen Mary.....	Ipswich
Garman, Ralph Edson.....	Ferney
Gearey, Harrison George.....	Mina
Genung, Bernice.....	Warner
Guhin, George Joseph.....	Eureka
Harmon, Carroll.....	Putney
Heberer, John Adam.....	Groton
Hurd, Sadie.....	Verdon
Jesme, Hattie Louise.....	Florence
Jump, Mary Winifred.....	Aberdeen
Kepke, Irving.....	Groton
Langeland, Esther May.....	Mansfield
Larson, Alveda.....	Aberdeen, R. F. D.
Maloney, Paul James.....	Aberdeen
Moulton, Clarence Paul.....	Warner
Nesbitt, Bessie Edith.....	Mina
Nicol, Anny Caroline.....	Pioneer
Parkhurst, Ramona Jaunita.....	Eureka
Prestegard, Clarence Mathieu.....	Groton
Price, Howard Scott.....	Aberdeen
Rehfeld, Ernest Otto.....	Aberdeen

Reynolds, Erma Margaret.....Aberdeen
Schrandt, Cora.....Chelsea
Tiffany, Josephine Katherine.....Aberdeen
Walter, Ransom HoraceConde
Waurich, Gertrude Elsa.....Reichenau, Germany

FIRST YEAR STUDENTS

Arndt, Fred Carl, Jr.Leola
Avery, Gladys.....Aberdeen
Brancel, Lowry L.....Aberdeen
Braun, Margaret Anna.....Mellette
Burnette, Ralph.....Aberdeen
Burns, Laurence Francis.....Aberdeen
Christenson, Olga Rosalia.....Randolph
Clemans, Glada Belle.....Columbia
Curry, Mary Elizabeth.....Aberdeen, R. F. D.
Drahn, Emma.....Froelich, Ia.
Eastberg, Hulda Fredma.....Langford
Evans, Kathleen Marie.....Aberdeen
Fahy, Teresa Josephine.....Aberdeen
Finley, Nellie.....Carthage
Finley, William.....Carthage
Fisher, Grace Myrtle.....Mansfield
Gerken, Mary Emma.....Miranda
Haire, Elenora Carolyn.....Putney
Hanley, Mae.....Broadland
Harrington, Austa.....Mansfield
Heberer, Edward.....Groton
Heidner, Emma Silva.....Aberdeen
Henning, Agnes Susan.....Grenville
Hohensee, William Herbert.....Aberdeen
Hoilien, Josephine Marie.....Aberdeen, R. F. D.
Hoilien, Kathleen AngesAberdeen, R. F. D.
Hoilien, Robert.....Aberdeen, R. F. D.
Holmes, Ethel May.....Mansfield
Huntington, Ernest Kyle.....Aberdeen, R. F. D.
Johnson, Stanley.....Aberdeen
Kreiter, Willie.....Aberdeen
Lewis, Manley Servitus.....Aberdeen
Lindsey, Raymond George.....Aberdeen, R. F. D.
Littlefield, Lyal.....Aberdeen
McGowen, Helen Dale.....McLaughlin
McKay, Cora Delia.....Orient
McNeary, Ruby Agnes Irena.....Aberdeen
Maltby, Melvina.....Groton
Morrison, Minnie.....Viborg
Mulligan, Bessie.....Ferney
Murphy, Mary Agnes.....Estelline

Paulson, Ellen.....	Crocker
Peabody, Lorraine Mae.....	Amherst
Reckamp, Lloyd.....	McIntosh
Richardson, Mark.....	Aberdeen
Rider, Ruby.....	Waubay
Ryman, Laura Ida.....	Aberdeen
Shellenberger, Viola.....	Alma Center, Wis.
Seeley, Florence Grace.....	Westport
Sharret, Myrl Elsa	Aberdeen
Sondergard, Alice Viola.....	Turton
Stewart, Madge.....	Selby
Tesnes, Anna.....	Vernon
Thorson, Josephine.....	Aberdeen, R. F. D.
Tower, Sadie Frances.....	Grand Rapids, N. D.
Troge, Ralph.....	Aberdeen, R. F. D.
Van Lohn, Francis.....	Lamberton, Minn.
Voigt, Anna Marie.....	Aberdeen
Voigt, Esther.....	Aberdeen

PREPARATORY STUDENTS

Ashford, Ward.....	Warner
Boekelheide, Fred.....	Northville
Boekelheide, John.....	Northville
Cook, Milo Ray.....	Ferney
Crawford, Myrtle Geneva	Lowry
Elsing, Pauline Anna.....	Mansfield
Grove, John Logan.....	Bethany, Nebr.
Heidenreich, Emma Marie.....	Mansfield
Hruska, John.....	Colman, Ia.
Jensen, Howard Ward.....	Aberdeen
Johnson, Delbert F.....	James
Keen, George Henry.....	Bowdle
Koshman, John.....	Aberdeen
Kusler, Albert.....	Artas
McCallum, Gladys May.....	Belmond, Ia.
McGonigal, John Dugal	Rockton, Ill.
McLean, Lizzie Maria.....	Columbia
Noonan, William V.....	Frankfort
Reisdorph, Edgar Frank.....	Houghton
Shell, Emil Wilson.....	Reading, Pa.
Summers, Verna May.....	Winchester, Ill.
Thompson, Maizie Annie.....	Groton

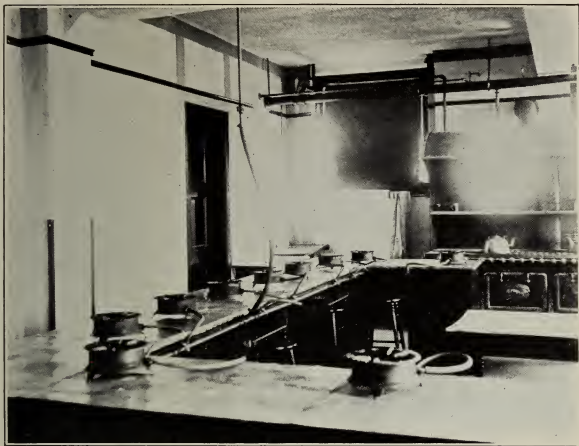
BRIEF INDUSTRIAL STUDENTS

Dunne, Arthur Benedict.....	Langford
Dunne, John Andrew.....	Langford
Heidner, Herman Frank.....	Aberdeen
Jones, Evan Rees.....	Swift Current, Sask.

Jones, David John.....	Spain
Jones, Wilfred Bebb.....	Swift Current, Sask.
Luke, Chester Hurbert.....	Aberdeen, R. F. D.
Rabenberg, George Henry.....	Britton
Wolter, Carl William.....	Aberdeen, R. F. D.

SPECIAL STUDENTS

Bauer, Vera Ruth.....	Bradley
Clark, Mrs.....	Northville
Clocksinn, Frank.....	Aberdeen
Conley, Irene.....	Revillo
Cronen, John Clarence.....	Ortonville, Minn.
Cuykendall, Vera	Aberdeen, R. F. D.
DeBoer, Esther Maude.....	Wagner
Dickerson, Lura.....	Earlville, Ill.
Doty, Vivian B.....	Aberdeen
Fisher, Irene.....	Aberdeen
Goffe, Louise Eilzabeth	Aberdeen
Granger, Margaret.....	Aberdeen
Hassenpflug, Vera Belle.....	Aberdeen
Honegger, Eugene.....	Aberdeen
Hooper, Dorothy.....	Aberdeen
Hutsinpillar, Mary.....	Oakes, N. D.
Jackman, Florence Marie.....	Aberdeen
Jackson, Edward.....	Aberdeen
Jackson, Genevieve A.....	Aberdeen
Johnson, Julia.....	Jackson, Minn.
Jones, John Francis Paul.....	Minneapolis
Krueger, William Alfred.....	Stratford
Lathrop, Myrtle.....	Aberdeen
Mees, Julia.....	Alpena
Peckham, Irene Mary.....	Roscoe
Perry, Mabel Gertrude.....	Northville
Pouliot, Gordon.....	Aberdeen
Pouliot, Hazel.....	Aberdeen
Rader, Lottie Mabel.....	Osakis, Minn.
Rehfeld, Emma.....	Hague, N. D.
Safford, Harold Arthur.....	Aberdeen
Schley, Armund Theodor.....	Stratford
Sholley, Gertrude Burrell.....	Aberdeen
Slocum, Lynn Ferd.....	Leola
Smith, Mrs. F. W.	Aberdeen
Smith, Elmer A.....	Aberdeen
Sparks, Orville Guy.....	Lynnville, Ia.
Strauss, Helen.....	Aberdeen
Wilson, Mary K.....	Aurora
Wright, Leroy.....	Aberdeen



Domestic Science Kitchen



Work of Students in Joinery



The Foot Ball Team in Action



Girls' Hockey Club

PUPILS OF THE TRAINING SCHOOL**Grade I**

Austin, Florence
Austin, Genevieve
Austin, Virginia
Denison, Harvey
Fulker, Forrest
Fusk, Sigred
Hansen, Winsted
Huemoeller, Helen
LaBelle, Napoleon
Madden, Bernard
Morrow, George

Nelson, Irvin
Newman, Alma
Rosenberg, Lily
Rosenberg, Mamie
Tiffany, Matthew
Tormey, Kathryn
Whaley, Clara
Schafer, Alice
Scholley, Pauline
Smith, Ethel

Grade II

Arness, John
Berg, Kolbyorn
Draper, Ethel
Draper, Joseph
Fusk, Anna
Hartman, Alfred

Lindsey, Leland
Madden, Martha
Richards, Katherine
Timm, Mabel
Wosnuk, Vivian
Smith, Harvey

Grade III

Anderson, Francis
Berg, Reider
DeBoer, Robert
Foncannon, Vivian
Fulker, Merle
Geary, Warren
Granger, Elva
Huemoeller, Bernard
Nelson, Palmer

Nelson, Sadie
Olander, Ruth
Wells, Harry
Whaley, Bert
Whaley, Leo
Wosnuk, Alice
Smith, Alice
Strutz, Alma

Grade IV

Bjork, Olive
Fulker, Frances
Fulker, Terry
Hartman, Fred
Huemoeller, Walter
Jamieson, Lillian
Keuchle, Alfred

Marsden, Aletha
Miller, Earl
Miller, Warner
Park, Freda
Richards, Everett
Schlitz, Harriet

Grade V

Blow, Byron
Coen, Bertha
Faus, Ione
Finkenbinder, Ruth
Fulker, Harold
Granger, Olive

Madden, James
Pasch, Bennie
Richards, Edith
Sleeper, Anna
Smith, Gertrude
Smith, Gladys

Grade VI

Alter, Leon
Anderson, Lawrence
Berg, Ragnhild
Bochmer, Helen
Bowlby, Floyd
Carleton, Genevieve
Coen, Edith
Collins, Earl
Draper, Mary
Fischer, John
Huemoeller, Olga
Johanesohn, Dorothy
Jump, Marguerite

Loucks, Theodore
Maloney, James
McCabe, Hallie
Miller, Adam
Olander, Carl
Sayers, Jay
Schiermeister, Christian
Scholley, Mabel
Timm, Edwin
Vanderhoof, Lewis
Wenz, Walter
Wilson, Arthur

Grade VII

Ackerman, Calvin
Arness, Evelyn
Bjork, Paul
Gilborne, Adeline
Gustafson, Marie
Guhin, Mary
Hale, Zola
Heidner, Cora
Hooper, Dorothy
Howe, Charles
Jacobson, Anna
Jamieson, Persis
Jensen, Howard
Johnson, Clarence

Miller, Myrtle
Olson, Hilda
Ott, Thelma
Peers, Harold
Pinkerton, Harry
Pinkerton, William
Price, Forrest
Safford, Harold
Schuler, Lillian
Smith, Ruth
Smith, Vesta
Vaaler, Theodore
Whaley, Ralph

Grade VIII

Arness, Carl
Bentz, Christian
Bollinger, Emil
Chapman, Ella
Dahme, Laura
Dechter, Benjamin
Foeth, Elizabeth
Gaylord, Norena
Granger, Roe
Heidner, Adella
Hiedner, Laura
Hruska, John

Jump, Alma
Loucks, Lessie
Maloney, Mary
Moore, Helen
Price, Marie
Sharret, Josephine
Slater, Edva
Stephan, Hilda
Trautman, Emanuel
Timm, Harry
Youngman, John

INSTITUTE AND SUMMER SCHOOL STUDENTS

Abegglen, G. M.	Mansfield
Agnes, Sister M.	Aberdeen
Allen, Esther	Aberdeen
Allen, Martha	Ipswich
Althen, Charlotte	Ipswich
Alzheimer, Elizabeth	Breckenridge, Minn.
Amsden, Kate	Groton
Anderson, Alma	Aberdeen
Anderson, Bertha	Aberdeen
Anderson, Nina J.	Aberdeen
Anthony, Minnie	Dell Rapids
Aremanttrout, Elmer	Aberdeen
Arndt, Ogla	Leola
Arneson, Edna	Oldham
Atkins, Mary	Pollock
Attracta, Sister	Aberdeen
Augustine, Sister	Aberdeen
Austin, Gertrude	Milbank
Baker, Delila	Wetonka
Ball, Mattie,	Ferney
Ball, Myrtle	Ferney
Ballweg, Rose E.	Aberdeen
Baril, Addie	Pierpont
Barnett, Edna	Aberdeen
Bartholome, Hilda	Houghton
Bartle, Annie	Cresbard
Bartlett, Esthair	Groton
Bassett, Clark	Aberdeen
Belseth, Dora	Wetonka
Bengtsson, Lilly	Hecla
Bernard, Sister	Aberdeen
Blair, Edna	Groton
Blake, Lucy	Mellette
Bohle, Louise	Artas
Bolstad, Alfred C.	Groton
Bonaventure, Sister	Aberdeen
Bonsness, Nelborg	Aberdeen
Boyer, Evelyn	Aberdeen
Brady, Charles	Aberdeen
Bray, Ellen	Aberdeen
Britzius, Adelia	Aberdeen
Britzius, Arno	Aberdeen
Brooks, Ray	Aberdeen
Brown, Ethel E.	Aberdeen

Brown, Grace M.	Northville
Brown, Hazel	Newark
Brown, Zilla	Milbank
Brudos, Henrietta	Veblin
Bue, Mabel	Sisseton
Bue, Mary	Sisseton
Buene, Josie	Columbia
Bush, Charles O.	Aberdeen
Bush, Mrs. Mattie	Aberdeen
Cahalan, Radie	Ferney
Carlson, Elga	Wetonka
Carroll, John	Summit
Cheska, Miladi	Bowdle
Churchill, Celestia	Rhame, N. D.
Clancy, Hazel	Aberdeen
Clancy, Isabella	Aberdeen
Clare, Sister	Aberdeen
Clark, Esther	Milbank
Clark, Ethel	Langford
Clark, Ina	Milbank
Clark, Loretta	Aberdeen
Clemans, Glada	Columbia
Cobb, Myrtle	Waubay
Cochran, Ceres	Ipswich
Cody, W. J.	Frederick
Colby, Leslie L.	Maedelia, Minn.
Cole, Florence	Hecla
Cole, Mary	Aberdeen
Cole, Mildred	Aberdeen
Cole, Rose	Tyndall
Coleman, Edwin	Aberdeen
Combs, Lucile	Aberdeen
Conley, Ada,	Revillo
Conley, Irene	Revillo
Connell, Ora J.	Aberdeen
Conway, Verna	Orient
Cook, Ardelle	Akaska
Corrington, C. L.	Wetonka
Craig, Catherine	Ethan
Cummins, Lulu	Aberdeen
Cunningham, Jessie	Conde
Curry, Blanche	Aberdeen
Curtis, Laura	Britton
Cuykendall, Leila	Aberdeen
Daly, Adelaide	Columbia
Daly, Florence	Aberdeen
Daly, George B.	Columbia

Daly, Jeanette	Columbia
Daniels, Lloyd	Aberdeen
Deitz, Clayton	Groton
Dellinger, Sarah	Oelrichs
Dennis, Mary	Lake Preston
Dent, Bertha	Aberdeen
DeSales, Sister	Aberdeen
Dickerson, Effie M.	Aberdeen
Dokter, Bessie	Andover
Downs, Kate	Madison
Drum, Florence	Aberdeen
Dudley, Lula	Aberdeen
Duerr, Jessie,	Houghton
Eckert, Erma	Aberdeen
Eckert, Ethel	Aberdeen
Edmunds, Rose	Aberdeen
Edson, Elva I.	Frederick
Elliott, Ethel C.	Verdon
Ennis, Hazel	Stratford
Erwin, Leo	Aberdeen
Evans, Kathleen	Aberdeen
Eyestone, Ruth	Groton
Farrar, Myrtle	Langford
Ferguson, Etta M.	Wetonka
Ferguson, N. H.	Aberdeen
Fitzpatrick, Leo M.	Buffalo
Flint, Caroline	Pierpont
Foote, Florence	Langford
Ford, Hazel	Mansfield
Ford, Mary E.	Estelline
Fornell, Frances	Stockholm
Fortune, L. Cornelia	Aberdeen
Fosler, May	Forbes, N. D.
Fossum, Rose	Pierpont
Frances, Sister	Aberdeen
Fuller, Emma	Lake Preston
Galvin, Blanche	Artichoke, Minn.
Garlick, Mildred	Groton
Gaylord, A. A.	Aberdeen
Gerberich, Catherine	Langford
Gernon, Marie	Westport
Gilbert, D. O.	Columbia
Godfrey, Minnie	Amherst
Goffe, Louise	Aberdeen
Gorder, Gunnell	Frederick
Griffith, Gladys	Aberdeen
Griggs, Charlotte	Groton

Grimes, Maude	Lily
Gronseth, Celina	Britton
Gullickson, Eleanora	Claremont
Gullickson, Viola	Claremont
Gustafson, Clara J.	Aberdeen
Hafner, Marthe	Groton
Hafsos, Clarine	Aberdeen
Haight, Mrs. Edith	Newark
Haire, Cora M.	Putney
Hall, Nellie Z.	Westport
Hanicker, Hazelle	Aberdeen
Hanson, Julia	Orient
Harris, Mabel	Aberdeen
Havey, Catherine	Aberdeen
Hay, Kathryn	Aberdeen
Hay, Marion	Aberdeen
Hedger, Maude	Aberdeen
Herther, Elizabeth	Hecla
Herzel, Charlotte	Gary
Holland, Elizabeth	Elkton
Holmes, Josephine F.	Aberdeen
Hopkins, Frances E.	Aberdeen
Hopkins, Winnefred	Aberdeen
Hundstad, Karine	Aberdeen
Huntington, Blanche	Aberdeen
Impecoven, Helena	Amherst
Ingelse, Caroline	Groton
Ingersoll, Marjorie	Aberdeen
Irish, Mrs. F. A.	Stratford
Irons, Robert B.	Aberdeen
Jacox, Maud,	Britton
Jensen, Josie	Summit
Jewell, Vera I.	Aberdeen
Jilek, Anna	Mound City
Jockheck, Hilda	Durant, Ia.
Johnson, Florence	Orange, N. D.
Johnson, Kittie M.	Aberdeen
Johnson, Sophia	Bristol
Jones, Esther	Aberdeen
Jones, Philip S.	Aberdeen
Keegan, Lillian	Aberdeen
Kellen, Angeline	Faulkton
Kelley, Luverne	Aberdeen
Kelley, Pearle	Hurley, Texas
Kidder, Florence	Holmquist
Kilpatrick, Agnes	Houghton
Kimmitt, Elizabeth	Ipswich

Kittelson, Cora	Aberdeen
Klabunde, Nettie	Aberdeen
Knapp, Gladys	Bristol
Knapp, Ida	Columbia
Koepsel, Frieda	Groton
Kohnke, Florence	Hecla
Kohlmeyer, Anna	Wolsey
Kreiter, Mildred	Aberdeen
Kretschmann, Sabina	Hankinson, N. D.
Krueger, Fred	Groton
Kruger, Wesley	Aberdeen
Lake, Lena	Lemmon
Larson, M. Belle	Aberdeen
Larson, Nellie	Aberdeen
Larson, Olive	Aberdeen
Larson, Rose	Aberdeen
Lathrop, Lydia	Aberdeen
Lathrop, Meda	Aberdeen
Lemmon, Irene	Pierpoint
Little, Alice	Mellette
Littlefield, Lyal	Aberdeen
Lovejoy, Herbert	Aberdeen
Lueck, Mamie	Aberdeen
Lundquist, Theresia	Orient
Madden, James	Aberdeen
Makens, Nellie	Aberdeen
Mann, J. W.	Forbes, N. D.
Marshall, Jessie B.	Aberdeen
Martin, Autie	Coresville, Ill.
Mason, Alice	Aberdeen
Matthews, Katharine	Aberdeen
Mauel, Mary	Mellette
Mead, W. Bernice	Aberdeen
Mead, Letha G.	Aberdeen
Melcher, Herbert	Aberdeen
Meyer, Millie	Aberdeen
Mikkelson, Emma	Lebanon
Morehart, Sadie	Aberdeen
Morin, Alvida J.	Aberdeen
Moyle, Mamie C.	Westport
Mulhern, Virginia	Aberdeen
Mulligan, Mollie	Groton
Mulligan, Saidee	Ferney
Murdy, Robert	Aberdeen
Musch, Clara D.	Mellette
McAssey, Sarah	Aberdeen
McCoy, Alice	Aberdeen

McCoy, Frances	Aberdeen
McGinnis, Alice	Aberdeen
McGovern, Grace	Aberdeen
McGrath, Wm. F.	Armour
McKenzie, Elbert	Elwood, Ia.
McKinnon, Elizabeth	Putney
McKinnon, Jessie	Glenham
McKinnon, Margaret	Glenham
McLaughlin, Bessie	Havana, N. D.
McNally, Margaret	Aberdeen
Nash, Alta C.	Aberdeen
Nash, Esther G.	Aberdeen
Neby, Carrie	Frederick
Nelson, Marie	Lake Wilson
Nordness, Louise	Pierpont
Oakes, Martha	Aberdeen
Ochs, Nellie	Aberdeen
O'Connor, Agnes	Aberdeen
O'Connor, Kathryn	Aberdeen
O'Donnell, Jane	Aberdeen
Olsen, Alma	Aberdeen
Ott, Vivian	Aberdeen
Ottum, Hattie	Pierpont
Overby, Ella	Mellette
Paddock, Mrs. Geo. P.	Houghton
Peck, Marguerite	Elkton
Peckham, Irene	Aberdeen
Pederson, Hannah	Appleton, Minn.
Peitz, Mary	Hankinson, N. D.
Pence, Silvia	Frederick
Perkins, Edith	Holmquist
Perkins, Gertie	Groton
Perkins, Lottie L.	Groton
Persun, Francis	Bath
Peterson, Jennie	Elkton
Pierson, Edith	Aberdeen
Plake, E. V.	Mina
Pond, Polly	Winfred
Poore, Pearle M.	Bird Island, Minn.
Potter, Lloyd	Groton
Powers, Clara	Groton
Powers, Ethel	Groton
Preston, Nellie	Groton
Puckett, Paul	Aberdeen
Pulling, Sibyl	Bowdle
Quam, Norman	Mansfield
Reagan, Georgia	Aberdeen

Reagan, Grace	Aberdeen
Ream, Ruth	Aberdeen
Reed, Gladys	Aberdeen
Reed, Oliver	Aberdeen
Reed, Rhea	Aberdeen
Reed, Ruby	Northville
Rehfeld, Erna	Aberdeen
Rice, Howard	Aberdeen
Richardson, Irene	Aberdeen
Richardson, Mamie	Britton
Richert, Matilda	Mansfield
Ritchie, Ila	Aberdeen
Rix, Lucy	Groton
Robinson, Amelie	Lemmon
Rodewald, Annie	Aberdeen
Rogers, Annie M.	Stratford
Ronayne, Mary	Aberdeen
Rowe, Anna	Langford
Ruby, Rose	Wyandotte
Ryan, Elizabeth	Pierre
Ryan, Julia	Aberdeen
Sanderson, Mrs. Grace R.	Aberdeen
Sanborn, Beatrice	Aberdeen
Scarbrough, Reatha	Aberdeen
Schaeffer, F. F.	Langford
Schamber, Ottilie	Aberdeen
Scherman, Ella	Frederick
Seaman, Carrie A.	Warner
Seaton, Sylvia D.	Westport
Sebring, Ethel G.	Orient
Seeley, Florence	Aberdeen
Seeley, T. G.	Aberdeen
Senn, Meda	Frederick
Severtson, Annie	Pierpont
Shank, Edith M.	Hecla
Shannon, Sarah E.	Ashton
Sholley, Sidney	Aberdeen
Sieh, W. J.	Aberdeen
Sims, Inez L.	Minneapolis
Sisson, Bertha	Frederick
Smith, Frank K.	Aberdeen
Smith, Grace	Bath
Smith, Sunie	Oakes, N. D.
South, Jessie	Andover
Stevens, Flora	Stratford
Stevens, Florence	Aberdeen
Stevens, Irl	Aberdeen

Stewart, Jean	Aberdeen
Stewart, Madge	Selby
Stocking, Fanny	Spain
Stockdill, Edith	Aberdeen
Sueltz, Alma	Groton
Sueltz, Elsie	Braddock, N. D.
Swanson, G. W.	Aberdeen
Swartz, Viola	Mellette
Sylvester, Beulah	Watertown
Taylor, Frances	Aberdeen
Taylor, Grace	Aberdeen
Thaxton, Millie	Hecla
Thompson, Clarence	Aberdeen
Thompson, Genevieve	Aberdeen
Thompson, Hilma	Lily
Tice, Mrs. S. H.	Stratford
Tunby, Marie	Houghton
Vannix, Mrs. Dora	Bristol
Venoss, Mabel P.	Alexandria
Vik, Belinda O.	Aberdeen
Virden, Leola	Rowan, Ia.
Voigt, Anna	Aberdeen
Voigt, Arthur	Aberdeen
Volzke, Pauline	Herreid
Von Tobel, Maud	Groton
Walter, Eva	Selby
Walter, Nellie	Selby
Warner, Grace	Reeder, N. D.
Washburn, Clara M.	Aberdeen
Watkins, Bessie	Aberdeen
Waurich, Gertrude	Aberdeen
Webb, Flossie	Aberdeen
Webster, Agnes	Aberdeen
Wegner, Irene	Hecla
Welch, Inez	Hurley
Wells, Bessie	Gary
Welsh, Nellie	Aberdeen
Welty, Lois	Houghton
Williams, Emma	Ipswich
Williams, Sena	Aberdeen
Williams, Georgia	Aberdeen
Wood, Frances	Groton
Woodman, Lillian	Aberdeen

SUMMARY OF ATTENDANCE

Normal and Industrial students.....	395
Training School pupils.....	150
Music students.....	78
Summer School students.....	367
	<hr/>
Total	990
Counted twice.....	118
	<hr/>
Net Total.....	872

List of Graduates

Officers of the Alumni Association.

Clyde Fulleton	President
Bernice DeWitt	Vice-President
Magnhild Gullander	Secretary-Treasurer

CLASS OF 1903

Bieber, Louise.....	Aberdeen (U. of Minn.)
Copeland, May.....	Sunnyside, Wash.
Giddings, Leander.....	Albany, Ore.
Green, Alberta.....	Pierre
Rice, Mabel	Charles City, Ia. (N. N. I. S.)
Smith, Calla (Mrs. C. A. Newton).....	Aberdeen
Washburn, Clara.....	Aberdeen
Williams, Ursula (Mrs. R. E. Whitla).....	Coeur d'Alene, Ida.
Zietlow, Nina.....	Aberdeen

CLASS OF 1904

Arntz, Mary (Mrs. J. F. Conway).....	Perry, Ia.
Bryant, Willetta.....	Sisseton
Campbell, D. C.....	Virginia City, Mont.
Carroll, Rose (Mrs. Albert Aitken).....	Glenburn, N. D.
Copeland, June.....	Sunnyside, Wash.
Ellison, Ernest.....	Java
Gage, Leslie.....	Duluth, Minn.
Giddings, Luther.....	Summit, Ore.
Hammock, Katherine C.....	Oklahoma City, Okla.
Harris, Minna (Mrs. Orlick O. Duncan)	Virginia City, Mont.
Jorgenson, Ole (deceased).....	Aberdeen
Ladd, Frances.....	Ipswich
McCann, Edith.....	Aberdeen, (P. & S.)
McKenna, Emmett.....	Edgeley, N. D.
Olson, Clara.....	Aberdeen
Sims, Inez	Eugene, Ore. (U. of Ore.)
Stratton, Beulah	Bridgewater
Tooker, Olive (Mrs. Emmett McKenna)	Edgeley, N. D.

CLASS OF 1905

Armstrong, Emily J.	Vancouver, Wash.
Boundey, Elwin J.	San Jose, Cal.
Cummins, Nora B.	Aberdeen, (U. of Wis.)
Halbert, Verda	Aberdeen
Houchin, Margaret (Mrs. F. B. Carter)	Kennebec

Johnson, Carrie (Mrs. G. W. Townsend)	Northville
Lundquist, Gilbert	Java
Latta, Kathryn	Washington, Ia.
McCormick, Mayme	Bowdle
McKenna, Frank	Sisseton
Murdy, Serelda	Aberdeen
Musch, Clara	Mellette
Oyhus, Augusta M. (Mrs. H. Melgaard)	Aberdeen
Porter, Grace (Mrs. Fred Lake)	Doland
Sims, Beulah (Mrs. T. D. Potwin)	Lemmon
Sliter, Pearl A. (Mrs. H. Soike)	Aberdeen
Tower, Lee S.	Sherdian, Mont.
Wilson, Frances (Mrs. H. F. Noble)	Beverly, Wash.
Wilson, Margaret	Pierre

CLASS OF 1906

Auerbach, Abraham	Ashley, N. D.
Brooks, Ida	Aberdeen (U. of Minn.)
Chute, Freeman Guy	Clatskanie, Ore.
Cummins, Carl	St. Paul, Minn.
Denison, Inez Mae	Salem, Ore.
Dennis, Mary	Bryant
Dutcher, Essie May	Ardoch, N. D.
Fabian, Bertha Louise (Mrs. R. M. Jung)	Parkers Prairie, Minn.
Ferguson, William Henry	Norden
Fleming, Florence (Mrs. F. B. Purdy)	Milbank
Flint, Cleo Jeannette (Mrs. A. R. Tyler)	Sisseton
Goffe, Edna Frances	Aberdeen
Gregson, Lettie	Fairgrounds, Ore.
Hazen, Grayce, (Mrs. Henry I. Lettman)	Post Falls, Ida.
Johnson, Edith E., (deceased)	Groton
Kittelson, Cora Jennette	Aberdeen
Letson, Mabel A. (Mrs. F. G. Chute)	Clatskanie, Ore.
Locken, Ida Sophia (Mrs. O. J. Svarstad)	Bath
Maxwell, Leota W.	Aberdeen
McCoy, Lelah Kate	Pierre (U. of Chi.)
McCoy, Rhoda	Aberdeen (Stout Inst.)
Mielke, Helmuth E.	Conde (U. of Minn.)
Nicola, Frances	Butler
O'Donnell, Dennis	Huron
Olds, Dorothy (Mrs. L. J. Lukanitsch)	Sisseton
Peake, Mary Bess	Wyndmere, N. D.
Porter, Mayme	Valley City, N. D.
Pryer, Edna May	Cambridge, Mass.
Purdy, Fred B.	Milbank
Savage, Edith Evangeline	Watertown
Shanley, Adrian	Mansfield
Smith, Minnadell Jacquetta (Mrs. A. C. Kronenbarger) ..	Milw., Wis.

Voigt, Arthur	Canova
Young, Mabel Grace	Athol
Young, Olive Ersel (Mrs. Paul Elfrink)	Selby

CLASS OF 1907

Post-Graduate Normal Course

Nash, Nellie Jane	Aberdeen
Tower, Pearl Adella	Everett, Wash.
Williams, Winifred (Mrs. P. D. Southworth)	Rosewell, N. D.

Advanced Normal Course

Anderson, Olga	Wilmot
Bonsness, Nelborg	Aberdeen, R. F. D.
Boyer, Evelyn Groves	Aberdeen
Britzius, Adelia Alvina	Aberdeen, R. F. D.
Clement, Laura Emma (Mrs. C. O. Reed)	Aberdeen
Croal, Elizabeth	Sisseton
Darling, Ruby I. E.	Aberdeen
Hoffman, Geneva Belle	Middletown, Conn.
Hopkins, Rhoda May	Salem, Ore. (State U.)
Hougen, Isabelle	Summit
Jones, Tracy L.	Arlington
Larson, William Ludwig	Aberdeen, (G. Wash. U.)
Lindekugel, Lemana Emma	Aberdeen
Lovejoy, Mary Agnes	Seattle, Wash. (U. of Wash.)
Lueck, Mamie J.	Aberdeen
McKenna, James Edward	Twin Brooks (U. S. D.)
McKinnon, Elizabeth	Langford
Marshall, Jessie Belle	Lane
Mitchell, Elizabeth (Mrs. E. Murphy)	Pierpont
Omdahl, Ella Sophia	Edton, N. D.
Opdahl, Christiana Fredrikke	Bryant
Ottman, Florence (Mrs. S. D. Rankin)	Bristol
Payne, Chlora Delpha (Mrs. H. J. Strand)	Ellendale, N. D.
Prevey, Lola Maud	Milbank
Quinn, Vilas	Aberdeen
Shank, Edith Marie	Oldham
Sheehan, Marguerite Marie	Aberdeen
Skorupinski, Paul Charles	Wilmot
Swenson, Carrie	Aberdeen, R. F. D.
Thomas, Alwilda Edgarda	Grand Junction, Col.
Tiffany, Edna F. (Mrs. C. A. Griffin)	Selby
Tower, Minnie Jane	Everett, Wash.
Udell, Gladys Elizabeth	Victor, Wash
Vander Horck, Elise	Britton
Wardle, Lillian Alma	Ipswich
Webb, Marion	Flandreau

Elementary Academic Course

Allen, Margaret Estelle (Mrs. R. T. Hart)	Minneapolis, Minn.
Barron, Hazel Berenice	Ipswich
Bickelhaupt, Carroll Owen	Aberdeen (U. of Wis.)
Bickelhaupt, William Verne	Aberdeen (U. of Wis.)
Bottum, Frank	Aberdeen (U. of Col.)
Deits, Harry Lou	Seattle, Wash.
Easton, Violet	Aberdeen
Granger, John Elihu	Aberdeen
Lamont, Maurice Berereton	Aberdeen (U. of Wis.)
Prestegard, Oscar	James (U. of Wyo.)
Smith, Forrester Paul	Groton (U. of Minn.)
Vroman, Frank Perry	Minneapolis, Minn.
Welsh, Nellie Agnes	Aberdeen

Household Economics Course

Adams, Maple F. (Mrs. C. A. Wilkinson)	Chicago, Ill.
Cheatham, Lida (Mrs. Lloyd)	Aberdeen
Harris, Winnifred Susie	Aberdeen
Taubman, Olive Teare	Aberdeen

CLASS OF 1908**Post-Graduate Normal Course**

Ferguson, William Henry	Norden
Gage, Matilda Jewell	Aberdeen
Hunter, Mrs. Nellie J.	Aberdeen
Huntington, Lucy Blanche	Aberdeen
Lovejoy, Mary Agnes	Seattle, Wash. (U. of Wash.)
Morin, Alvida Josephine	Aberdeen, R. F. D.
Quinn, Vilas	Aberdeen
Tripp, Gertrude	Bradley
Welsh, Nellie Agnes	Aberdeen
Young, Mabel	Athol

Advanced Academic Course

Bottum, Frank	Aberdeen (U. of Col.)
Vroman, Frank Perry	Minneapolis, Minn.

Industrial Normal Course

Deits, Harry Lou	Seattle, Wash.
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Advanced Normal Course

Althen, Charlotte May	Armour
Amsden, Mamie Aneta	Milbank
Cannam, Orpha	Armour
Connell, Ora Jennie	Aberdeen
Cummins, Erwin	Aberdeen (N. W. Med.)
Daly, Florence Elizabeth	Erwin
Dunlevy, Ellen Leah	Philip

Edmunds, Rose	Hecla
Fuller, Martha Sarah	Frederick
Hay, Marion	Aberdeen
Jaquith, Fannie Belle	Highmore
Jewell, Vera	Groton
Jordan, Veronica	Avon
Keegan, Lillian	Salem
Kelley, Luverene (Mrs. Raymond Sack)	Moore, Mont.
McEachran, Florence	Pierpoint
McMurtry, Blanche	Groton
McNutt, Fanny Evelyn (Mrs John Golmie)	Aberdeen
Mather, Margaret Edwina	Groton (North Western)
Mulligan, Mary Katherine	Groton
Nash, Ester Grace	Kulm, N. D.
O'Connor, Agnes Rose	Clear Lake
O'Connor, Kathryn Elizabeth	Belle Fourche
Pederson, Hannah Almina	Appleton, Minn.
Ryan, Julia Marie	Aberdeen
Schamber, Helena	Eureka
Stains, Effie Mabel (Mrs. John Dickerson)	Aberdeen
Stevens, Florence Lucy	Bradley
Stevens, George Irl	Aberdeen (U. of Minn.)
Webster, Agnes	Minneapolis, Minn.

Elementary Academic Course

Campbell, Donald H., deceased	Aberdeen
Kribs, Edith	Aberdeen (Oberlin.)
Kribs, Olive	Aberdeen (N. N. I. S.)
Krogh, Gudrun	Aberdeen (U. of Minn.)
McCoy, Alice	Aberdeen
Nash, Alta Corwith	Dayton, Wash.
Ottman, Harley	Lewistown, Mont.
Perry, Madaleine	Aberdeen (Downer)
Scanlan, Tom	Bardley (Geo. Wash. U.)
Sweet, William Ray	Mansfield
Thompson, Gertrude	Aberdeen (U. of Chi.)

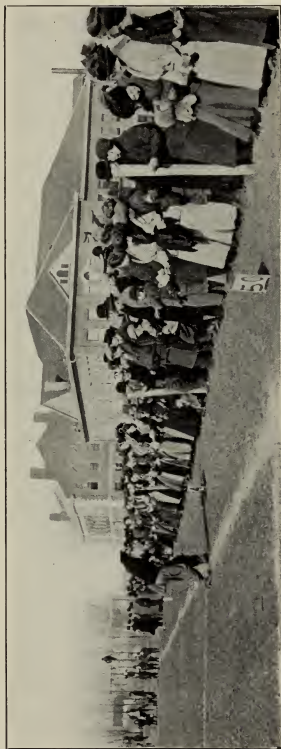
CLASS OF 1909

Post-Graduate Normal Course

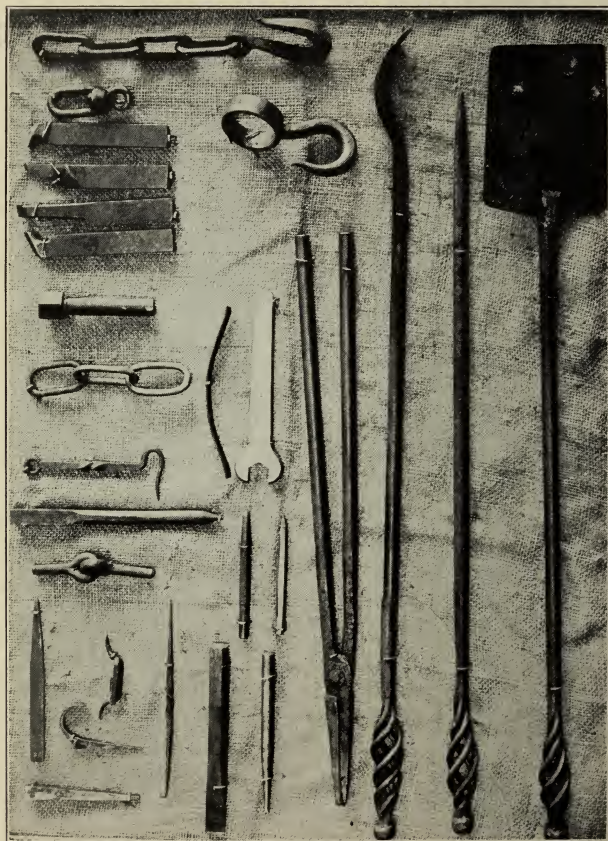
Furrow, Florence Ethel	Viborg
Jones, Ethel	Mitchell
McCoy, Alice	Aberdeen
Nash, Ester Grace	Kulm, N. D.
O'Connell, Mary Catherine	Redfield
Stevens, Florence Lucy	Bradley
Stevens, George Irl	Aberdeen (U. of Minn.)
Voigt, Arthur	Canova



Campus View From Washington Street



On the Side Lines



Products of the Forge Shop

Advanced Academic Course

Perry, Madaleine	Aberdeen (Downer)
Thompson, Gertrude Clarissa	Aberdeen (U. of Chi.)

Advanced Normal Course

Arneson, Rosa Ann	Vienna
Axness, Clara Theoline	Havana, N. D.
Bengtsson, Lilly Mathilda	Oldham
Bonaventure, Sister Mary	Jefferson
Bostad, Caspara Sophia	Northville
Brannon, Edith Margaret	Big Stone
Brown, Zilla Marie	Milbank
Busch, Catharena Lezetta	Leola
Coulter, Ethel Hazel	Ipswich
Crofoot, Frances Faye	Webster
Cummins, Frances May	Wilmot
Dent, Bertha	Britton
Drum, Florence	Elkton
Elliott, Jennie Celestia	Estelline
Fountain, Edith Adele	Pierpont
Gorman, Hazel Estella	Wilmot
Harrison, Laura Ethel	Aberdeen (N. N. I. S.)
Heffernan, Alice Margaret	Big Stone
Hopkins, Jane Winnifred	Salem, Ore. (State U.)
Hougen, Louise Henrietta	Waubay
Johnston, Maude Emily	Mitchell
Kindschy, Ena Pauline	Hingham, Mont.
Knapp, Gladys Pauline	Pierpont
Kribs, Edith	Aberdeen (Oberlin)
Kribs, Olive	Aberdeen (N. N. I. S.)
Lathrop, Meda (Mrs. S. B. Neill)	Mellette
Lawrence, Frances Edna	Hanse
Lovette, Martha May	Milbank
Makens, Mary Ann	Aberdeen, R. F. D.
Martyn, Elizabeth	Volga
Marvin, Inez Laura	Hecla
McKenna, Charles Hugo	Twin Books (N. W. Med)
McKernan, Teresa Josephyne	Buffalo
Moore, Alice Bell	Volin
Nash, Alta Corwith	Dayton, Wash.
Parrott, Norma Alene (Mrs. T. L. Huxley)	Calispell, Mont.
Reed, Ruby May	Warner
Robinson, Pearl Flora	Milbank
Rogers, Annie Melinda	Stratford
Seaman, Carrie Augusta (Mrs. H. D. Newkirk)	Warner
Slocum, Lynn Ferd	Leola
Thiel, Lois Olive	Bowdle
Udell, Mary Lucile	Pierpont

Venoss, Mabel Pauline	Watertown
Von Tobel, Maud Elizabeth	Groton
Wegner, Bertha Emilie	Groton

Elementary Academic Course

Bickelhaupt, Doris May	Aberdeen (Wellesley)
Bottum, Margaret Annabel	Aberdeen (U. of Col.)
Craig, Catherine Genevieve	Ethan
Eidam Violet Margaretta	Kendall, Mont.
Hansen, Olga Sophie	Bird Island, Minn.
Herman, Lester Richard	Conde (U. of Minn.)
Hopkins, George Franklin	Salem, Ore.
Lauesen, Helen Margaret	Aberdeen
Lindboe, Alfred	Aberdeen
Lovejoy, Lorna Jeannette	Seattle, Wash
McHugh, Frank	Aberdeen (U. of Wis.)
Persons, Lucile Irene	Mansfield (U. of Col.)
Price, Joseph Aden	Aberdeen (N. S. I. S.)
Pryer, William Cristy	Aberdeen (S. D. Mines)
Seeley, Carroll Hamilton	Aberdeen (U. of Mich.)
Shaffer, Roy Ersul	Aberdeen (U. of Minn.)
Sims, Clifford Marlowe	Eugene, Ore. (U. of Ore.)
Smith, St. Clair	Aberdeen (G. Wash. U.)
Taubman, Morton McKinley	Aberdeen (U. of Col.)
Tompkins, Carl Phillips	Aberdeen
Webb, Harold Lester	Hettinger, N. D.
Webster, Russell Otto	Minneapolis, Minn.
Wilson, Georgia Ruth	Aberdeen

CLASS OF 1910

Post-Graduate Academic Course

Bush, Charles Oscar	Claremont
Clark, Ina Belle	Mandan, N. D.
Hansen, Olga Sophie	Bird Island, Minn. (U. of Minn.)
Hilton, Ada Frances (Mrs. Tom. Davies)	Fromberg, Mont.
Wilson, Georgia Ruth	Aberdeen

Post-Graduate Academic Course

Price, Joseph Aden	Aberdeen (N. S. I. S.)
Taubman, Morton McKinley	Aberdeen (U. of Col.)

Advanced Normal Course

Aney, Edith Myrtle (Mrs. Osborn)	Jamestown, N. D.
Anthony, Minnie Rose	Claremont
Auby, Emma Josephine	Lily
Bleser, Natalia Pauline	Milbank
Blake, Lucy May	Mellette
Brown, Grace Martha	Cresbard
Bue, Mary	Sisseton

Bush, Mattie Lillian	Claremont
Carroll, William John	Milbank
Cassery, Saidee Annetta	Artesian
Clancy, Hazel Madeline	Groton
Clark, Loretta Maud	Columbia
Clayton, Clara Belle	Leola
Clough, Ella Bertha (Mrs. Jeffries)	Sansarc
Cole, Mildred Nancy	Gary
Cole, Rose LuVerne	Tyndall
Conway, Nina Elizabeth	Orient
Craig, Catherine Genevieve	Ethan
Crain, Mabel Etta	Webster
Cummins, Lulu Elizabeth	Groton
Dellinger, Sarah Sherwood	Yankton
Dokter, Bessie	Andover
Dudley, Lula Lucinda	Bristol
Duerr, Jessie Hardenberg	Bath
Eckert, Ethel Rose	Groton
Eidem, Violet Margaretta	Kendall, Mont.
Ford, Hazel Mae	Conde
Foss, Ida	Northville
Harris, Mabel Agnes	Aberdeen
Hay, Kathryn Melissa	Aberdeen
Hersey, Prudence Hubbard	Bradley
Hill, Florence Maude	Langford
Holland, Elizabeth Ann	Bushnell
Hundstad, Anna Karine	Bath
Hutsinpillar, Mary	Oakes, N. D. (N. N. I. S.)
Jacox, Maude A.	Britton
Johnson, Florence Rosella	Orange
Kellen, Angeline Mary	Faulkton
Kelley, Pearle Mary (Mrs. Johnson)	Brentford
Kidder, Florence Myra	Holmquist
Knapp, Ida Mae	Yale
Kreiter, Mildred May	Gwinner, N. D.
Lemmon, Irene	Pierpont
Little, Alice	Mellette
Makens, Nellie Elizabeth	Bowdle
Mangan, Margaret Bridget	Milbank
Maxfield, Hettie Amelia	Summit
McKenzie, Elbert	Elwood, Ia. (N. N. I. S.)
Peck, Marguerite Emmeline	Highmore
Peckham, Irene Mary	Roscoe
Peitz, Mary Agnes	Hankinson, N. D.
Persun, Francis Jacob Ethelbert	Bath
Pinckney, Hazel Izora	Pierre
Sayers, Minnie Adeline	Twin Brooks

Seide, Hulda Sarah	Milbank (N. N. I. S.)
Sherwood, Rozilla	Tyndall
Slaatta, Emma Marie	Willmot
Smith, Sunie Ella	Big Stone
Stewart, Eugenia Mae	Aberdeen
Sylvester, Beulah	Clark
Warner, Grace Marie	Cooperstown, N. Y.
Wegener, Irene Viola	Hecla
Welch, Inez Irene	Hurley
Williams, Adelaide Dakota	Marvin

Advanced Academic Course

Barton, Elsie	Mankato, Minn.
Bremer, Carl A.	Aberdeen
Britzius, Arno	Aberdeen, (S. D. A. C.)
Dawson, Hazelle Irene	Appleton, Minn.
Hayes, Marion Cleveland.....	Drake, N. D. (N. N. I. S.)
Jackson, John Henry	Aberdeen
Korte, John Fred	Aberdeen
Mason, Arthur Hugo.....	Aberdeen (U. of Wis.)
Perry, Van Buren.....	Aberdeen (U. of S. D.)
Sieh, Frank Leo.....	James (U. of St. L.)
Spitler, Mae Leila	Aberdeen (U. of Chi.)
Teichmann, Reuben Robert	Aberdeen, (N. N. I. S.)
Teichmann, Samuel J.	Aberdeen (N. N. I. S.)
Webb, Gertrude Ina.....	Aberdeen (U. of Chi.)
Woodman, Lillian Irene.....	Aberdeen

Advanced Mechanic Arts Course

Gallett, Delbert Lyon.....	Aberdeen
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College Preparatory Course

Anderson, Alma Claudine.....	Aberdeen
Brady, Charles Enoch.....	Aberdeen (N. N. I. S.)
Brady, Neva Bess.....	Aberdeen (N. N. I. S.)
Griffth, Gladys Florence	Aberdeen
Burgess, Antone Raymond.....	Allen, Nebr.
Larson, Valdemar Martin.....	Aberdeen
Petrie, Frances.....	Linton, N. D.
Petrie, Harry Lee.....	Linton, N. D.
Schamber, Ottilie Regina.....	Pierpont
Seaman, Ralph Barnes.....	Warner
Shannon, Sarah Ellen.....	Ashton
Sheehan, Irene Genevieve.....	Aberdeen, (N. N. I. S.)
Stebbins, May Belle Victoria	Lewistown, Mont.

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UNIVERSITY OF ILLINOIS

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PRESIDENT'S OFFICE



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12

Vol. VI

JULY, 1912

No. 1.

BULLETIN

OF THE

Northern Normal
and Industrial
School

Aberdeen, South Dakota

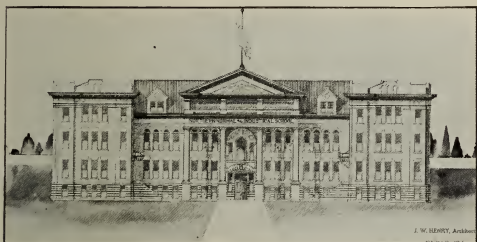
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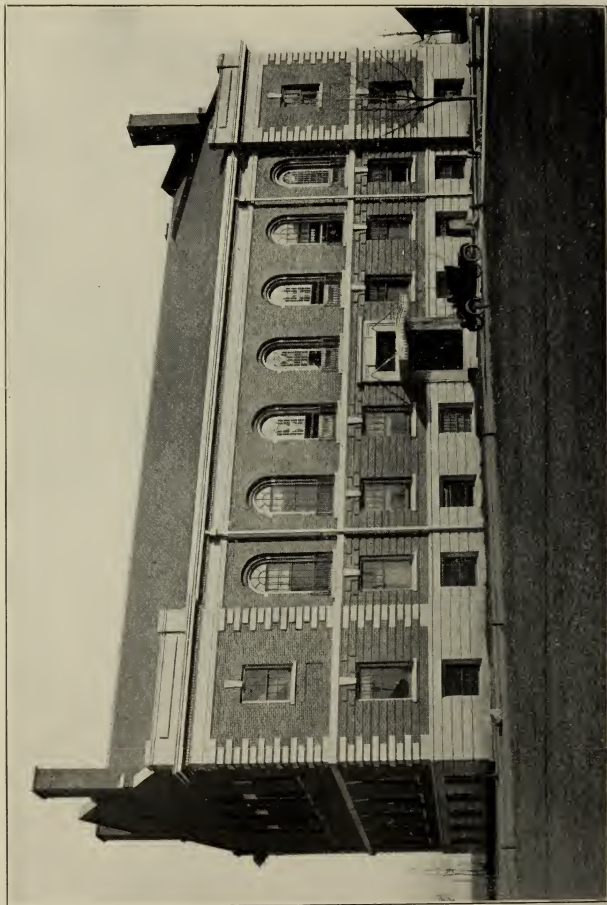
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ISSUED QUARTERLY BY THE SCHOOL

*Entered as Second Class Matter, June 27th, 1907, at the Postoffice at
Aberdeen, South Dakota
under the Act of Congress of July 16th, 1904*



The Remodeled Central Building



The Administration Building

BULLETIN

OF THE

NORTHERN NORMAL

AND

INDUSTRIAL SCHOOL

A STATE EDUCATIONAL
INSTITUTION

ABERDEEN, SOUTH DAKOTA

TENTH YEAR

WITH ANNOUNCEMENTS FOR 1912-13



Calendar for 1912-13

1912

September 9-10, Monday and Tuesday—Enrollment of students.

September 11, Wednesday—Eleventh year begins.

November 12, Tuesday—Brief Industrial course begins.

November 28, Thursday—Thanksgiving day.

December 20, Friday—Holiday vacation begins.

1913

January 7, Tuesday—Work of first semester resumes.

January 24, Friday—First semester ends.

January 28, Tuesday—Second semester begins.

March 21, Friday—Work in Brief Industrial course ends.

March 17-23, Easter recess.

April 24, Thursday—Declamation contest for Lincoln medals.

Award of medals in Gallett short story contest.

May 2, Friday—Annual athletic and declamatory meet for the High Schools of South Dakota.

May 28, Wednesday—President's reception to the Senior class.

May 30, Friday—Memorial day.

May 31, Saturday—School picnic.

June 1, Sunday—Annual sermon.

June 2, Monday—Recital by music and elocution students.

June 3, Tuesday—Senior Class play.

June 4, Wednesday—Eleventh Annual Commencement. Alumni reunion and luncheon.

June 9, Monday—Six weeks' summer school begins.

July 19, Saturday—Summer school ends.

Regents of Education

AUGUST FRIEBERG	Beresford
Term expires January 1, 1913	
H. REINHARDT	Eureka
Term expires January 1, 1913	
A. E. HITCHCOCK, President	Mitchell
Term expires January 1, 1915	
T. W. DWIGHT	Sioux Falls
Term expires January 1, 1915	
A. M. ANDERSON	Sturgis
Term expires January 1, 1917	

FRED W. FORD, Secretary of the Board.....Elk Point
GEORGE G. JOHNSON, State Treasurer, Treasurer Ex-Officio

STANDING COMMITTEE

H. REINHARDT, Chairman
A. E. HITCHCOCK

Faculty for 1911-12

(Arranged in order of appointment with the exception of the President)

GEORGE W. NASH, M. S., LL. D., President

Graduate Yankton College; graduate student University of Minnesota and University of Leipzig, Germany

Pedagogy

WILLIS E. JOHNSON, B. Ph., M. A., Vice President

Graduate State Normal School, St. Cloud, Minnesota, and Illinois Wesleyan University; graduate student University of Chicago

Geography and Social Sciences

ELIZABETH F. CLARY

Graduate Platteville, Wisconsin, State Normal School; special student University of Wisconsin and University of Chicago

Mathematics

FRED W. SMITH, B. S.

Graduate Mankato, Minnesota, State Normal School, and University of Minnesota

Agriculture and Biological Sciences

***LYDIA A. GRAHAM**

Graduate Chicago Music College
School Music, Piano and Voice

ZILLAH E. WILSON

Graduate Mankato, Minnesota, State Normal School; student University of Chicago, Harvard University, and University of California

Grammar Critic, Training School

HAROLD W. MANSFIELD

Graduate Central Michigan State Normal School; student Michigan Agricultural College, Bradley Polytechnic Institute and University of Michigan

Director Manual and Industrial Arts

HELEN BEARDSLEY, B. A., M. L.

Graduate University of Colorado; advanced degree, University of California; graduate student Leipzig, Germany

German and French

*Absent on leave.

IDA B. MOORE, B. A.

Graduate Indiana State Normal School and University of Michigan
Latin

MARY J. MEEK, B. A., M. Ph.

Graduate Indiana State University; advanced degree, University of
Chicago
English

KATHARINE J. GALLAGHER, B. A.

Graduate Vassar College
History

CHARLES D. POORE, B. A.

Graduate University of Minnesota; student University of Iowa
Physics and Chemistry

SUSAN HEMENWAY

Graduate Iowa Teachers' College; student University of Chicago
Mathematics and History

BERTHA GOODYEAR

Graduate Northern Illinois State Normal School and Teachers' Col-
lege, New York City
Intermediate Critic, Training School

JESSIE MABEL HALL, B. A.

Graduate Redfield College and Emerson College of Oratory, Boston
Gymnastics and Expression

JOSHUA J. CASON, Orchestra Leader

Director South Dakota State Band
Wind Instruments

VERNON ALGER

Student of Skovgaard, the Eminent Violinist
Stringed Instruments

RAYMOND L. QUIGLEY, Director of Athletics

Student Chicago University; four years' training under Coach Stagg
Assistant in History

M. WILLIAM HECKMANN

Graduate Oshkosh, Wisconsin, State Normal School, and Stout Institute, Menomonie, Wisconsin; student Armour Institute and Bradley Polytechnic Institute

Metal Work and Foundry Practice

CHRISTIAN J. LINDEM

Graduate Stout Institute, Menomonie, Wisconsin, and Art Institute, Chicago, Illinois; student University of Wisconsin

Mechanical and Freehand Drawing

ETHELBERT C. WOODBURN, B. A.

Graduate Indiana State University

Principal of the Training School

NELLIE McCOWN, Dean of Women

Graduate Stout Institute, Menomonie, Wisconsin

Sewing

W. MACLAY OATES, Local Secretary

Graduate Gregg School, Chicago

Bookkeeping and Penmanship

PERCY H. HERON

Graduate Lane Technical School, Chicago, and Chicago Normal College

Woodwork and Patternmaking

MARGARET D. KIRBY

Graduate Stout Institute, Menomonie, Wisconsin

Cookery

MAGNHILD GULLANDER

Graduate Northern Normal and Industrial School; student in library science, University of Wisconsin

Librarian

ANNA E. BAGSTAD, B. A.

Graduate Yankton College, and Emerson College of Oratory, Boston

English and German

CAROLYN H. ENGLISH

Graduate New England Conservatory of Music, Boston

School Music, Piano and Voice

LEONORA C. TOMPKINS

Graduate Sherwood School of Music, Chicago
Piano

ETHA BURNHAM, Secretary to the President

Graduate Gregg School, Chicago
Shorthand

HATTIE WILLOUGHBY, B. Pd.

Graduate Warrensburg, Missouri, State Normal School and Teachers'
College, New York City
Primary Critic, Training School

FACULTY COMMITTEES

(The President is ex-officio a member of all committees.)

Classification—Mr. Johnson, Miss Moore, Miss Gallagher

Curriculum—Mr. Smith, Miss Beardsley, Miss Hemenway

Discipline—Mr. Mansfield, Mr. Woodburn, Miss McCown

Rhetoricals—Miss Meek, Miss Hall, Miss Tompkins

Library—Miss Gullander, Mr. Heckmann, Miss Bagstad

Athletics—Mr. Quigley, Miss Willoughby, Mr. Heron

Student Help—Miss Clary, Mr. Lindem, Mr. Oates

Program—Mr. Poore, Miss Goodyear, Miss English

Social—Mrs. Wilson, Miss Burnham, Miss Kirby

EMPLOYEES

A. H. LITTLEFIELD, Engineer

CHARLES MERKLINGER, Assistant Engineer

ALWYNE JOHNSON, Janitor

JOHN MACKNESS, Assistant Janitor

S. LEWIS, Assistant Janitor

General Information

PURPOSE AND SCOPE

The Northern Normal and Industrial School was established by legislative enactment in 1901. Section 605 of the Revised Political Code indicates its scope in these terms: "The object and purpose of said school shall be to give instruction to persons of both sexes in manual training and the science and art of teaching, and also in the industrial and mechanical trades, arts and sciences, and the allied branches of learning." With this broad but well defined mission the Northern Normal and Industrial School offers to the young people of the state superior educational advantages.

The wide demand for the practical and industrial in education is based upon an inherent need in this day and generation for more skill and knowledge in all forms of labor, manual and professional. As making a life is much more than making a living, character, culture and industrial ability should grow together in symmetry. Insight into the laws of the complex mechanical world, a portion of the common environment of modern life, and a trained eye and hand are invaluable elements in the education and culture attainment of any young man, whatever his vocation. Familiarity with the principles of good cooking and the laws of household economics, and acquaintance with the physiology and hygiene of the body and the character and conditions of child life, are surely essential elements in the life preparation of any young woman.

While these elements in education are by no means all of its factors, to neglect them is to ignore some of the most pressing requirements in the preparation of the youth for the larger responsibilities of adult life. Realizing the need of a more adequate preparation for the inevitable everyday duties of life as well as for formal culture, South Dakota has planted this institution at a strategic point in the northern half of the state and equipped it to give this many-sided and broad preparation for complete living.

LOCATION

Aberdeen, the seat of the institution, is a rapidly growing city of twelve thousand people. It is one of the best railway centers of the northwest, being approached from nine different directions by four lines of railway. In addition to thirteen churches, representing ten denominations, a fine public library building, ten public school buildings, and two excellent hospitals, Aberdeen possesses many cultured homes, and is a city of economic and industrial prosperity.

GROUND

The grounds comprise twenty-five acres, the generous gift of Aberdeen citizens. A stretch of over 100,000 square feet of lawn and hundreds of thrifty young trees make the campus one of the most attractive spots in this section. To the rear of the buildings is the athletic field, including baseball and football grounds, tennis courts, and cinder track. Along the eastern border are several acres which are being utilized for demonstrations in scientific agriculture. The artesian well, belonging to the school, supplies an abundance of soft water for the buildings and lawn.

BUILDINGS

Central Building. The school buildings, four in number, are constructed of brick and stone. The central building was erected in 1901-02, and has four floors and twenty-seven rooms. The lowest floor is occupied by the Training School and also contains the toilet rooms. On the first floor above are located the Training School principal's office, a music studio, the book store and several recitation rooms. The next floor contains the library and reading room, the biological laboratory, recitation rooms, and cloak rooms. The upper floor is occupied by an emergency cooking room, the chemical laboratory, a bookkeeping and penmanship room, a taxidermy room, and several recitation rooms.

Beginning July 1, 1912, this building will be partially remodeled and a west wing, 36x106 feet, will be erected. The first two floors of the new part will provide commodious and well equipped quarters for the Training School, the third floor will contain the agricultural laboratory and lecture room and

finely furnished rooms for the Business department, while the top floor will be used for museum and literary society purposes. The old part will be rearranged so as to provide offices for the four Training School critics, lunch rooms for the boys and girls, wardrobes for both sexes, new laboratories for Geography and Biology departments, and a well appointed chemical laboratory.

Ladies' Hall. The Hall, built in 1903-4, is a very attractive structure of two stories and a basement, every foot of its space being utilized. The interior arrangements are almost ideal for comfort and health. Every living room has one or more outside windows and is properly ventilated. Bath rooms, lavatories, closets, and hot and cold water are found on each floor. The rooms are all of good size, and are furnished with iron bedsteads, mattresses, washstands, bowls, pitchers, study tables, dressers and chairs,—the other furnishings being supplied by the occupants. Most of the beds are single. Some of the rooms are arranged in suites of three, to be occupied by four persons, one room as a study and the other two as bedrooms. The parlors and reception rooms are airy and pleasant. Each girl does her own room work and is requested to bring two pairs of blankets or two comforters (blankets preferred), three sheets, two pairs of pillow cases, pad to cover mattress, six towels, a clothes bag, and a napkin ring. Young women to the number of sixty can be accommodated at the Hall but both young women and young men will be furnished table board. The dining room is large and provision is made for about 150 students.

Students have the care and supervision of a competent preceptress, and their hygienic conditions and personal, social and moral habits are looked after with the same assiduity as are their intellectual habits. Here a high standard of good morals and gentle manners is maintained. Girls placed in this home will be well cared for and will be surrounded by the most wholesome conditions.

Manual Arts Building. This building, begun in 1905, is a two-story structure fifty by one hundred feet, with an addition eighty by fifty-six feet. It contains wood and metal shops, tool and stock rooms, forge shop, foundry, locker and wash room, drafting room, display room, demonstrating room, and

a large room used as a gymnasium. The industrial department occupies the main or first floor. In the woodworking shops students gain a practical knowledge of tools and learn the uses and strength of the various building materials. Through experience in the metal and forge shops, students master the essentials of forging, welding and turning, and gather practical information concerning the proper trade uses of iron and steel.

The gymnasium, which occupies the entire second floor of the original building, has an area of about 3,500 square feet, and is well equipped with such apparatus as rings, horizontal and parallel bars, bar stalls, window ladder, bom, climbing ropes, Roman ladders, vaulting horses, wands, Indian clubs, etc. There are dressing and toilet rooms completely furnished with shower baths at each end of the building, one for each sex.

The new part which nearly doubled the working space in the shops, was completed in 1909. Splendid equipment has been installed throughout.

Administration Building. The Administration building was dedicated to its uses in 1908. Being made very largely of stone, brick, steel and cement, the structure is practically fire-proof and is one of the most modern and substantial school buildings in the state. This contains the spacious auditorium seated with 850 opera chairs, the stage of which is provided with dressing rooms and a full equipment of scenery. Across the north end of the top floor and adjoining the auditorium is a large room used by students pursuing courses in drawing and public speaking. The main floor contains the administration suite, a rest room for the faculty ladies, and numerous recitation rooms. In the basement are located the kitchen and dining room, butler's pantry, sewing room, and lecture room,—a most attractive suite for the domestic science department. The physical laboratory and lecture room are also situated on this floor, as are the toilet rooms and wardrobes for young men and young women.

The Central Heating Plant is located just south of the central building and is equipped with three high pressure boilers. An independent return is provided for each school building and recitation and dormitory rooms are evenly heated in coldest weather.

TRAINING SCHOOL

The Normal Training School consists of the first eight grades as known in the public schools, and the course of study for the common schools of the state is followed. the purpose of this school is not to experiment with the children in new and untried methods or strange subjects by unskilled or uninformed teachers. Teachers of experience are in charge of the work and the teaching is done by students who have had a high school course or its equivalent, and besides have had psychology and methods of teaching and have also had daily observation of the work of this Training School under the direction and criticism of the supervisor. Any student who, after a thorough course in psychology and the theory and art of teaching and the additional test of observation in the Training School, shows a lack of the teaching spirit or a want of comprehension of, or adaptation to, child life and nature, is not assigned to any work in the Training School.

The whole aim of the school is to present subjects in such a manner and under such conditions as will best keep the children in health, stimulate all their mental powers to activity and natural growth and incite their moral and emotional nature in a wholesome way. The school is in session from 8:55 to 12:00 o'clock a. m., and from 1:15 to 3:55 o'clock p. m. These sessions are interspersed with physical drills, music and school games. Daily work in sight singing is given under the direction of the supervisor of music, and art work—water color and drawing—is given by the regular Normal art instructor. Hand work, intended to supplement other lines, is introduced in the several grades. Sand table designing, clay modeling, making of weather charts, construction of relief maps, weaving and tying, reed and raffia basketry, and cardboard construction are undertaken in the elementary grades. Girls have sewing in the fourth, fifth, and sixth grades; in the seventh and eighth grades the time devoted to Domestic Science is divided equally between sewing and cooking. The boys have sloyd and woodwork in the fourth, fifth, sixth and seventh grades; in the eighth grade they are given a course in forge work and blacksmithing. Every grade has two periods each week in the gymnasium.

Close personal supervision and individual attention are distinctive features of the Training School. It would seem to be as nearly an ideal school for a child as one could wish.

EXPENSES

A tuition fee of \$3 and an incidental fee of \$3 for each semester, or half year, are required of all students excepting those in the Training School, where no fees are charged. The statutes of the state provide that each State Senator may issue scholarships remitting the tuition fees of two students from his county and each Representative may issue one scholarship. Blanks for these scholarships will be furnished by the president of the school on application.

The cost of room in the hall is \$12 per semester for each student. Table board, furnished to both young men and young women, costs \$3.00 per week, payable weekly in advance; if paid for four weeks in advance the price is \$2.75 per week. No deductions are made for absences of less than one week and, in order to secure rebate, the preceptress must be given notice at the time of leaving. Single meal tickets are sold at 20 cents, and 21 meal tickets at \$3.75. In addition, every student who rooms in the hall pays \$2 each semester. This is known as the pledge fee and is forwarded with the application for a room. Each member of the boarding club who does not room in the hall pays a similar fee of \$1 at the opening of each semester. The proceeds of the pledge fees are used to replace broken dishes and worn out linen, as well as to repair and renew general furnishings of the hall.

The expenses per year for each young lady student rooming at the hall should not vary for from the following figures:

	Minimum	Maximum
Room rent, 36 weeks	\$24.00	\$ 24.00
Board, 36 weeks	99.00	109.00
Tuition and Incidentals	16.00	20.00
Books, lectures, etc	8.00	15.00
	<hr/>	<hr/>
	\$147.00	\$167.00

Furnished rooms for young men and young women may be rented in the city at 75 cents per week and upwards, the prevailing price being about \$1 a week per student, where two

occupy a single room. Unfurnished rooms are occasionally rented at lower rates. Board in private families may be secured at \$4 per week and upwards. The president will be glad to assist students in securing suitable places for room and board.

For private instruction in piano, voice culture, stringed instruments, and elocution, a fee of \$18 per semester is charged. Piano practice at the school, one hour daily, costs \$3.50 per semester.

The following special fees are charged to cover cost of materials used: Woodwork, metal work and cookery, \$2 each per semester; teachers' manual training, shop work in the Brief Industrial course, physics and sewing, \$1 each per semester.

No fee is charged in chemistry but a deposit of \$2.00 per year is required to cover possible breakage. The careful student will be able to secure a return of the entire amount.

By a unanimous vote of the school, a "student activities fee" of \$1.50 is collected at the beginning of each semester. This gives every student a copy of the school paper and pays for admission to all athletic and declamatory contests.

Beginning with the fall of 1912 it is proposed to ask each student to deposit two dollars with the secretary as a guarantee against the defacement of buildings and furniture and to replace general equipment which may be broken or removed from the campus. Any balance remaining in the fund at the end of the year will be rebated.

EIGHTH GRADE GRADUATES

Through the operation of a law passed by the state legislature in 1911, free tuition is provided for eighth grade graduates who may wish to continue their education at a State Normal school; that is, the tuition of \$12 per year must be paid in each instance by the home district if such district does not maintain a High School course. The student, entering under this law, pays his tuition and secures a special receipt which is presented to the district board. A school district warrant is then drawn to reimburse the student.

CONDITIONS OF ADMISSION

Graduates of standard High Schools who have completed approved four year courses will be admitted without examination and will be graduated from the Intermediate Normal course in one year and from the Advanced course in two years.

Graduates of standard High Schools who have finished shorter courses will be admitted without examination and will be credited with work done.

Students from all reputable schools will be admitted and credited for work well done and will be classified according to their standing.

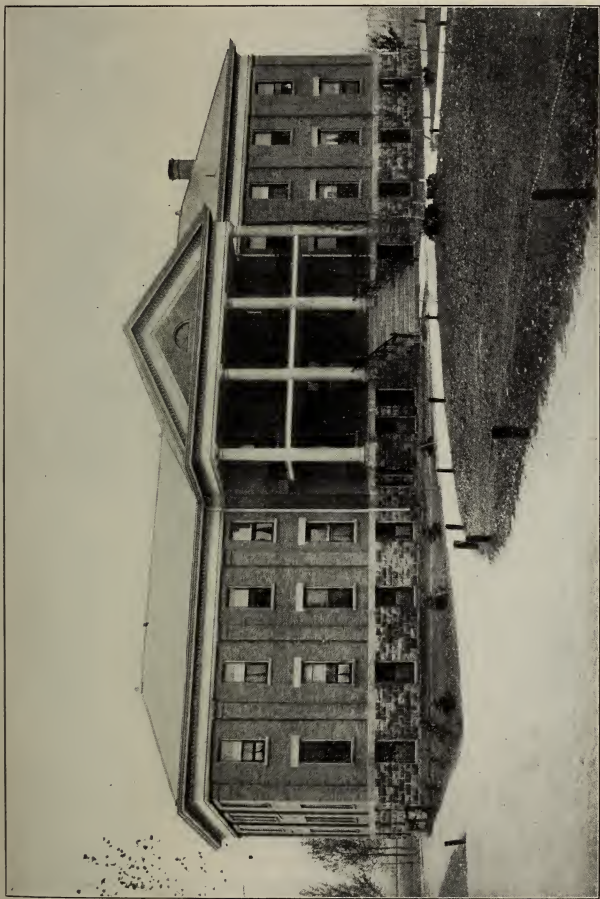
Those holding teachers' certificates or eighth grade diplomas will be admitted to the first year's work without examination. Persons of suitable age and maturity who have done irregular work of the quality of eighth grade subjects will be admitted on condition to the Elementary Normal course.

Candidates for admission should not fail to bring diplomas, certificates or other written records of work accomplished elsewhere. These must be in hand on arrival and be presented for record and classification.

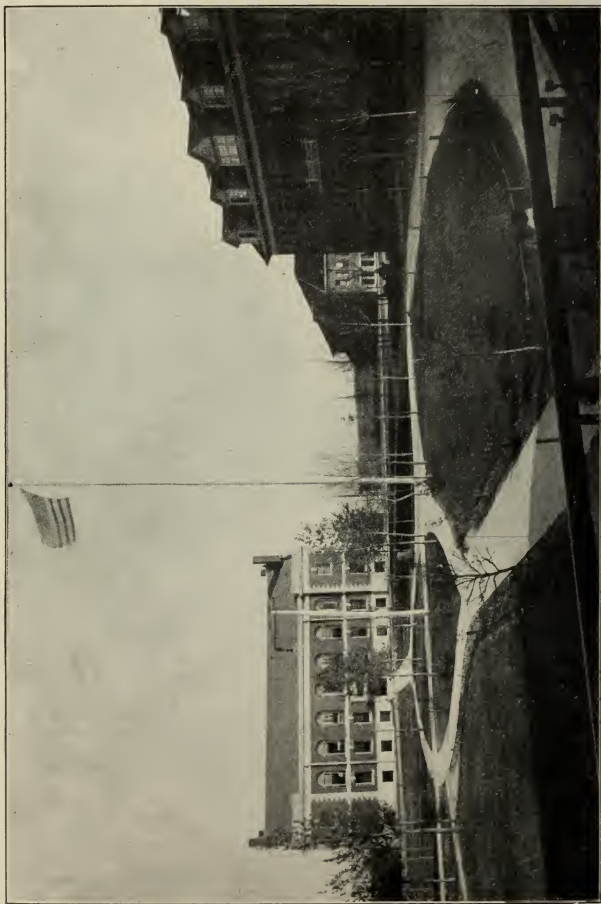
AFFILIATION WITH THE STATE UNIVERSITY

All graduates of the Northern Normal and Industrial School who may complete a course of two years, in addition to a four year High School course, entitling them to the five year State Certificate, will be admitted to the Junior year of the State University, and on the completion of sixty-four semester hours will be admitted to the degree of Bachelor of Arts in Education. Of the sixty-four hours, thirty-six shall be given to three subjects—twelve hours in each subject—the elementary portions of which are regularly taught in approved High Schools.

As prerequisite to the three subjects in the Junior and Senior requirements for the degree of B. A. in Education, the student must have pursued, in High School and Normal courses, an amount of work in these three subjects that, in addition to the college requirements, will render the candidate capable of teaching such subjects in the High Schools of the state.



The Ladies' Hall



View From Steps of Ladies' Hall

Students deficient in such prerequisites may be required to take work in addition to the twelve hours requirement in any one of the three subjects, to the limit of six semester hours.

Courses in the department of Education, to the extent of twelve semester hours in the theory of elementary and secondary education, as may seem desirable to the department of Education, will be open to the candidates for the degree of B. A. in Education, and although not required of the candidate for a degree, the successful pursuit of such courses shall be made the basis of recommendation for appointments to superintendencies and High School principalships.

In addition to the above, the candidate is advised to take work offered by the several departments in the pedagogy of the subjects which he expects to teach.

The remainder of the sixty-four semester hours required for a degree will be open to free election.

Among other institutions which have recognized our graduates may be mentioned the state universities of Minnesota, Wisconsin, Michigan, Wyoming, and Illinois, the University of Chicago, Northwestern University, Milwaukee-Downer, Wellesley College, Stout Institute, and Rockford College.

HIGH SCHOOL GRADUATES

The Northern Normal and Industrial School offers to High School graduates many opportunities for advanced study. The first grade certificate course may be completed in one year; the Advanced Normal course requires two years and leads to the state certificate and life diploma. Our Normal graduates are eagerly sought by leading superintendents of South Dakota and neighboring states. For particulars concerning these courses, see pages 24-36.

LIBRARY AND READING ROOM

The school has a commodious and well appointed reading room, supplied with an abundance of the best current literature, and a good library of useful books. The librarian is in charge, and is constantly ready to assist students with their reference work. Besides a large number of daily and weekly newspapers, the following well selected periodicals are to be found on the reading tables:

American Blacksmith	Journal of Geography
American Carpenter and Builder	Journal of Home Economics
American Journal of Sociology	Ladies' Home Journal
American Magazine	Literary Digest
American Machinest	Little Folks
American Penman	Machinery
American Physical Education Re- view	Manual Training Magazine
Annals of the American Academy	McClure's
Atlantic Monthly	Munsey's
Architecture	Nation
Bookman	National Food Magazine
Boston Cooking School Magazine	National Geographic Magazine
Boston Journal of Education	Nature Study Review
Brick Builder	North American Review
Campbell's Scientific Farmer	Outing
Century	Outlook
Cement Age	Pacific Monthly
Children's Magazine	Pedagogical Seminary
Classical Review Monthly	Pictorial Review
Cosmopolitan	Play Ground Magazine
Country Gentleman	Primary Education
Country Life	Popular Educator
Craftsman	Popular Electricity
Current Literature	Popular Science Monthly
Delineator	Popular Mechanics
Education	Public Libraries
Educational Foundations	Review of Reviews
Electrician and Mechanics	St. Nicholas
Engineering Magazine	Saturday Evening Post
Etude	Scientific American and Supple- ment
Everybody's	School Arts Journal
Fliegende Blaetter	School and Home Education
Forum	School Board Journal
Foundry	Scribner's
Gas Engine Magazine	Speaker
Good Housekeeping	Success
Hampton's	Sunset Magazine
Harper's Bazaar	Survey
Harper's Monthly	Teachers' College Record
Harper's Weekly	Technical World
Home Needle Work	Travel Magazine
House Beautiful	Vocational Education
Independent	Woman's Home Companion
International Studio	World Today
Journal of American History	World's Work
Journal of Educational Psychology	Youth's Companion

TEXT-BOOKS

Students are required to furnish their own text-books. These are secured at the Normal book store, which occupies a convenient room in the Central building. Many books may be purchased second-hand if desired.

PUBLICATIONS

The institution publishes a quarterly bulletin, one number of which is the annual catalogue.

"The Industrial-Normal Exponent" is a paper issued monthly by the faculty and students of the school. A short story contest is maintained in connection with this publication for which gold and silver medals are furnished as prizes by Mr. D. G. Gallett of Aberdeen.

"The Pasque" is a richly illustrated publication put out annually by the members of the Junior class.

CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations are volunteer organizations which foster a wholesome spirit of good fellowship in the student body. These are affiliated with the respective state organizations, which are parts of the world-wide Christian movement for young men and young women. Each association holds weekly meetings, carries on the group Bible study work, and plans occasional socials for the school.

SCHOOL ORCHESTRA

Professor Frederic Rogers will lead our orchestra during the coming year. This organization meets every week for practice, prepares concert programs, and furnishes enjoyable music numbers for the various entertainments of the year. All students who wish to take up the work should bring their instruments with them and report for practice at the beginning of the new semester. No fees are charged.

PUBLIC SPEAKING

All students in the classes above the third year prepare two assigned parts yearly in declamation, essay writing, debate or oratory, and these are given on the rostrum.

Hon. Isaac Lincoln of Aberdeen, formerly local secretary of the institution, has established a declamatory contest in order to encourage public speaking among the students. This is divided into two sections and gold and silver medals are given to young men and to young women who show superiority in the work.

PHYSICAL TRAINING AND ATHLETICS

The importance of good health and sound bodily development is given due recognition in this institution and provision is made for healthful gymnastics, games, and recreations. The generous campus affords abundant room for football and baseball grounds, tennis courts, and a third-mile track, while the large gymnasium is well equipped with apparatus for indoor training. The school maintains strong teams in football, basketball and baseball, having for several years won signal interscholastic honors in the Dakotas in basketball. A director of physical training for women and an athletic coach for men are regularly employed and abundant opportunities are provided for this phase of school activity.

HIGH SCHOOL MEET

The faculty has established an annual athletic and declamatory meet for High Schools of South Dakota. This is strictly a High School affair, conducted under the rules of the South Dakota High School Athletic Association, and is held yearly about the middle of May. The Normal provides medals for the successful competitors in declamation and for the winners of the various athletic events. The meet is participated in regularly by a goodly number of High Schools and is proving a pronounced success.

SPRING MUSIC FESTIVAL

The Aberdeen Choral Society co-operates with the school in maintaining an annual Music Festival. This year June 1 and 2 were given over to four splendid concerts. These were held in the Normal auditorium, and were participated in by the Minneapolis Symphony Orchestra and the following solo artists of national and international reputation: Lucille Tewks-

bury, soprano; Genevieve Wheat, contralto; Joseph Schenke, tenor; Horatio Connell, baritone; Harry Williams, harpist; Willy Lamping, cellist; Richard Czerwonky, Violinist; and Emil Oberhoffer, orchestra and chorus leader.

SUMMER SCHOOL

The teachers' institute and summer school held in June and July of each year have been so well attended as to demonstrate the need for a regular summer session; in 1911 the enrollment reached 550. Tuition, board, and room for the six weeks cost only \$28. Many students and teachers are availing themselves of the opportunities thus offered to earn credits which are accepted toward the completion of the several courses of the school. Many also take advantage of the opportunity to secure thorough reviews of the common branches of study. The joint institute of Brown, Campbell, Corson, Day, Dewey, Edmunds, Marshall, McPherson, Walworth, and Ziebach counties is combined with the summer school of 1912 and all teachers in attendance the required length of time receive credit for institute work from the county superintendents.

GRADES

Examinations are held in all subjects at the end of each semester and at the close of the summer school. The result of an examination combined with the daily work determines the grade. The grades are reported numerically, 75 being the passing mark. Other than passing grades are reported as follows:

"C," means the student is "conditioned," that is, that the semester's work in a subject, as determined by the daily standing and examination, is unsatisfactory, but such that the student is permitted to work up the subject outside of the class.

"F," failed, means that the semester's work in a subject, as determined by the daily standing and the examination, is so unsatisfactory that the subject must be dropped, and taken again in class.

"I," incomplete, means that some element of the semester's work is lacking for a final standing, as for example, part of the subject, assigned written work, note books, or examination,

and that the grade is withheld pending a completion of the work.

NEW COURSE IN MUSIC AND ART

The course in music and drawing for the training of departmental teachers is an outgrowth of the demand for trained teachers in these subjects for the public schools. The regular Normal School curriculum offers thorough work in music and drawing but does not provide sufficient drill to develop specialists in these subjects. With the opening of the school year 1912-13 there will be offered the special course for the training of departmental teachers outlined on page 31. This course will be somewhat flexible so as to meet the needs of all students who may wish to take the work. Some degree of proficiency in piano playing, such as marches, folk songs and accompaniments, is a necessary qualification for graduation. A diploma will be granted to each student who satisfactorily completes this course.

FACULTY CHANGES

After ten years of faithful and efficient service, Miss Elizabeth Clarey resigns as head of the Mathematical department and is succeeded by Miss Susan Hemenway, for the past two years a member of the Normal faculty.

Mrs. Lydia A. Graham returns after a year of study in California to resume her position as teacher of School Music, Piano and Voice, the temporary vacancy having been successfully filled by Miss Carolyn English who now returns to Indiana.

Miss Katharine J. Gallagher, B. A., for three years past the capable head of the History department in the school, resigns to pursue an advanced course of study in the east; she is succeeded by Mr. Ralph E. Nichol, B. A., who has for some years acted as principal of Windom Institute, Montevideo, Minnesota. Mr. Nichol will also take charge of the athletics of the school in place of Coach R. L. Quigley who has rendered such satisfactory service to the institution during the past two years.

Mr. M. William Heckmann after two years of service in the Industrial department becomes its head, succeeding Mr. H. W.

Mansfield who for eight years has held the position and to whose untiring efforts the present high standing of the department is largely due.

Mr. Frederic Rogers, a musician of wide experience and splendid ability, enters the faculty to direct the work in stringed instruments, pipe organ, orchestra and chorus singing. He will combine the departments previously assigned to Miss Leonora Tompkins, Mr. J. J. Cason and Mr. Vernon Alger.

Miss Mary Hutsinpillar, a graduate of the Northern Normal and Industrial School, has been employed as an assistant in the rapidly expanding Business department.

Otherwise the faculty remains unchanged for the coming year.

Courses of Study

The institution offers courses of study in Normal, Industrial, Household Arts, Business, and Trade lines. In the selection of his work the student is thus afforded a generous opportunity to choose subjects suited to his taste and aptitude.

In harmony with the new certification law passed by the state legislature in 1911, there have been constructed three divisions of Normal work which have received the approval of the state department of public instruction. The elementary division, covering a period of two years beyond the approved eight grade course of study of the public schools of the state, has the second grade teacher's certificate as its goal; the intermediate division, consisting of two years' work beyond the first two years in an approved four year High School course, leads to the first grade certificate; and the advanced division—two years beyond an approved four year High School course—commands the state certificate after eighteen months' successful experience in teaching, and the life diploma after forty months' experience. The eighteen months' teaching, preliminary to the granting of the state certificate, is done by authority of a provisional certificate issued by the department of public instruction. Graduates of approved four year high schools who aspire to teach in a single year, may receive the first grade certificate after completing the special list of subjects outlined in connection with the Normal courses.

On the fifteenth of March, 1912, the Superintendent of Public Instruction,—acting in accordance with the provisions of Chapter 136, Session Laws of South Dakota, 1911,—established the following regulations governing the issuance of First and Second Grade teachers' certificates:

- A. At the time of graduation or within one year thereafter, the registrar of the school shall submit a statement, on proper form, concerning the applicant's work. This statement will include the following:

- a. When and where applicant completed the required Eighth Grade work;
- b. Record of attendance in this and all other schools above the Eighth Grade;
- c. Course of Study pursued (beyond the Eighth Grade), including under each subject (1) year when work was done, (2) number of weeks devoted to it, (3) number of recitation periods per week, (4) length of recitation period, and (5) grade obtained.

B. Attendance:

- a. For the diploma leading to the Second Grade Certificate, the student must have attended the normal school at least two years, or have received credits in an approved high school for the first and second years, and in addition thereto, one full year's attendance at the normal school.
- b. For the diploma leading to the First Grade Certificate, the student shall have attended the normal school two full years, or have received credit for a four year course in an approved high school, and in addition thereto, one full year at the normal school.
- c. Every applicant shall have been a resident student for the time certified.

C. Course of Study:

- a. All subjects required on examination for the grade of certificate sought must appear in each applicant's record; provided, that in case of students who intend to graduate in June, 1912, reasonable concessions will be made that no injustice be imposed; but for all graduates thereafter the rule will be rigidly enforced.
- b. The applicant must, at no time during the course, have carried more than 25 hours of work per week.
- c. The course pursued must be the one approved for that school by this Department; provided, that a reasonable substitution may be accepted, if, in the opinion of the Department, the course is not thereby impaired. It is distinctly understood, however, that when any substitution is made it is at the risk of the applicant and the Department will in no way bind its judgment in passing on the record when application is formally made for the certificate. It is, therefore, strongly urged that the course as approved and advertised be followed absolutely whenever possible. Substitutions made because of the personal preference of the student will not be considered, —the above concession being made only for those who

were enrolled previous to the passage of this law or who have attended some other school and therefore cannot, without serious loss of time and effort, take the course exactly as it is offered.

- D. Certificates will be refused to all who do not fully meet the foregoing requirements.

In the Industrial-Normal, Household Arts, Agricultural-Normal, Business, and Manual Training courses the Normal idea is prominently in evidence, but the practical and utilitarian also enter largely into the work. Good cooks, efficient office help, and skilled mechanics are graduated from these courses, and those competent to teach the subjects are prepared for service in the public schools. A brief Industrial course of two years is designed primarily for farmer lads who cannot enter school until after the fall work is out of the way, and who must return to the country before seeding time in the spring. Classes in carpentry, machine work, agriculture, etc., are therefore organized ten weeks after the opening of school in September and are discontinued ten weeks before the close of the regular school year, thus providing for eight weeks' work in each semester.

Vocational training is greatly in demand at the present time and a start in Trade lines was made with the year 1911-12. Courses in Carpentry, Blacksmithing, Architecture, Machine Work, and Applied Electricity are now offered and other courses will be added to the list as the needs of the situation may require.

In the outline which follows, the plan of work provides for fifty minute periods, (laboratory subjects double time) and the number of weekly recitations is indicated for each subject.

NORMAL COURSES OF STUDY**Elementary Course—Leading to Second Grade Certificate****Constants:**

Reading and Grammar	5 hours
United States History	5 hours
Physiology and Hygiene	5 hours
Arithmetic	5 hours
Geography	5 hours
South Dakota Geography, History, and Civics	5 hours
Penmanship and Spelling	5 hours
State Course of Study and Practice	10 hours
Agriculture	5 hours
Music	5 hours
Drawing	5 hours

60 hours

Electives, chosen from list on page 36.....20 hours

Total80 hours

Intermediate Course—Leading to First Grade Certificate**Constants:**

Physiology and Hygiene	5 hours
Penmanship and Spelling	5 hours
South Dakota Geography, History, and Civics.....	5 hours
Composition and Rhetoric	10 hours
Algebra	10 hours
Plane Geometry	10 hours
English and American Literature	10 hours
Music	5 hours
Drawing	5 hours
Methods and Observation	5 hours
School Management (including School Law)	5 hours
Elementary Psychology	5 hours
Physiography	5 hours
Reviews (Grammar, Arithmetic, Geography, and U. S. History)	10 hours
Reading and Public Speaking	4 hours
Current events	1 hour
Practice Teaching	10 hours

110 hours

Electives, chosen from list on page 3650 hours

Total160 hours

Advanced Course—Leading to State Certificate and Life Diploma**Constants:**

English	30 hours
History (including American History and Civics pursued after the 10th grade)	20 hours
Algebra	10 hours
Plane Geometry	10 hours
Science	10 hours

The ten hours' work in science to be selected from the following:

Physics	10
Chemistry	10
Botany	5 or 10
Zoology	5 or 10
Physiography	5
Geology	5

Psychology	5 hours
History of Education	5 hours
Sociology	5 hours
Pedagogy (including Child Study)	5 hours
Methods and Observation	5 hours
School Management (including School Law)	5 hours
Music, Adv.	5 hours
Drawing, Adv.	5 hours
Reviews (Grammar, Arithmetic, Geography, and U. S. History)	10 hours
Practice Teaching	10 hours

140 hours

Electives, chosen from list on page 36 100 hours

Total 240 hours

Notes on the Foregoing Courses

1. In explanation of the term "hours" as used in these courses, it may be said that a student taking four subjects, each of which recites five days a week, will be able to earn credit for 20 semester hours each semester, or 40 semester hours during the school year. The semester hour is a recitation period of at least 45 minutes.

2. For the diploma leading to the second grade certificate, the student must have attended the Normal School, at least two years, or have received credits in an approved High School for the first and second years, and in addition thereto, one full year's attendance at the Normal School. (Regents' resolution and Educational Department ruling.)

3. For the diploma leading to the first grade certificate, the student shall have attended the Normal School two full years, or have received credits for a four years' course in an approved High School, and in addition thereto, one full year at the Normal School. (Regents' resolution and Educational Department ruling.)

4. Graduates of approved four year High Schools may complete the Advanced course in two years, and all such graduates enrolling for Normal work are strongly urged to enter this course.

5. Graduates of the Elementary Normal course will be able to finish the Intermediate course in two years. Likewise, graduates of the Intermediate course may complete the Advanced course in two years.

6. A graduate of the Intermediate Normal course who does not elect the third year of English, the two years of History, and the year of science required for entrance to the Advanced Normal course, may pursue these subjects in the Advanced course instead of taking required subjects in which he has already earned credits.

7. If students in the Advanced course are found to be deficient in penmanship, spelling, and the elements of composition, they are required to enter classes in these subjects.

8. Students in the Elementary and Intermediate courses who show proficiency in spelling and penmanship may, on examination, be excused from these subjects.

9. Students holding First or Second Grade certificates, supplemented by at least six months' teaching experience, may omit the Reviews in the Advanced course and substitute therefor advanced electives.

10. On permission of the Faculty, students may take 25 hours' work each semester, this being the maximum amount permitted in any case. Thus the way is opened for 10 hours' additional elective work each year. (Regents' resolution and Educational Department ruling.)

11. No credit can be given for High School Physics, Chemistry, or Trigonometry if pursued before the third year, nor for Economics if taken before the fourth year.

12. No credits below the ninth grade will be permitted to apply on any Normal course.

13. In choosing electives, the student will select studies from the group corresponding to the year of the course which he is pursuing. Deviations from this regulation will require faculty approval.

14. By properly choosing electives, the student may specialize in English, Latin, German, French, Science, History, or Mathematics.

15. These courses have been approved by the Department of Public Instruction and the student bringing credits from other schools can readily see just what required work must be completed before a teacher's certificate or diploma may be obtained.

16. When First and Second Grade certificates are issued to graduates, it will be necessary for each recipient to secure the County Superintendent's signature and to pay a fee of one dollar.

OUTLINE OF THE NORMAL COURSES

Elementary Course—Leading to Second Grade Certificate

First Year	
First Semester	Second Semester
Physiology and Hygiene 5	Reading and Grammar 5
United States History 5	South Dakota Geography, History, and Civics..... 5
Geography 5	Arithmetic 5
Elective 5	Elective 5
Second Year	
State Course of Study and Practice 5	State Course of Study and Practice 5
Penmanship and Spelling 5	Agriculture 5
Drawing 5	Music 5
Elective 5	Elective 5

Intermediate Course—Leading to First Grade Certificate

First Year	
English I (Composition and Rhetoric) 5	English I (Composition and Rhetoric) 5
Algebra 5	Algebra 5
Physiology and Hygiene 5	South Dakota Geography, History, and Civics 5
Elective 5	Elective 5
Second Year	
English II 5	English II (American Literature) 5
Penmanship and Spelling ... 5	Music 5
Drawing 5	Elective 10
Elective 5	
Third Year	
Plane Geometry 5	Plane Geometry 5
Methods and Observation ... 5	School Management (including School Law) 5
Elementary Psychology 5	Physiography 5
Elective 5	Elective 5
Fourth Year	
Reviews (Arithmetic and United States History)..... 5	Reviews (Grammar and Geography) 5
Reading and Public Speaking 2	Reading and Public Speaking 2
Practice Teaching 5	Current Events 1
Elective 8	Practice Teaching 5
	Elective 7

Advanced Course—Leading to State Certificate and Life Diploma

The Intermediate Normal course or an approved four year High School course will prepare for the Junior year of the Advanced course. Only the last two years of this course are outlined.

Junior Year		Second Semester	
First Semester			
Reviews (Arithmetic and United States History)....	5	Reviews (Grammar and Geography)	5
Psychology	5	History of Education	5
Methods and Observation....	5	School Management (including School Law)	5
Elective	5	Elective	5
Senior Year			
Pedagogy (including Child Study)	5	Sociology	5
Music, Adv.	5	Drawing, Adv.	5
Practice Teaching	5	Practice Teaching	5
Elective	5	Elective	5

SUGGESTIVE OUTLINE**For Graduates of Four Year High Schools who Would Complete the Intermediate Normal Course in One Year**

Methods and Observation	5	School Management (including School Law)	5
Elementary Psychology	5	Reviews (Grammar and Geography)	5
Reviews (Arithmetic and United States History)	5	Reading and Public Speaking	2
Reading and Public Speaking	2	Practice Teaching	5
Practice Teaching	5	Current Events	1
Elective	3	Elective	7

MUSIC AND ART COURSE**Preparing for Departmental Work in the Public Schools**

Entrance requirements for regular students: Graduation from the Intermediate Normal course or an approved High School course.

Junior Year		Senior Year	
Ear Training and Sight		Ear Training and Sight	
Singing	5	Singing	5
Treatment of the Child Voice	2	Children's Songs	2
Elements of Harmony	3	Harmony	3
Perspective and Object		Water Color	5
Drawing	5	Design and Composition	3
Applied Design	3	Elementary Manual Training.	2
Mechanical Drawing	2	Methods and Observation....	5
Methods (Music and Drawing)	5		
Ear Training and Sight		The Orchestra and Art of	
Singing	5	Conducting	5
Musical Form and History ..	3	Musical History	2
Drawing and Painting.....	5	Drawing and Painting	5
Art Crafts	2	Art Appreciation and Picture Study	3
Methods (Music and Drawing)	5	Methods (Music and Drawing)	5
Practice Teaching	5	Practice Teaching	5

INDUSTRIAL-NORMAL COURSE**Leading to State Certificate and Life Diploma**

Entrance requirements for regular students: Graduation from the Intermediate Normal course or an approved High School course.

Junior Year

First Semester		Second Semester	
Freehand Drawing	5	Mechanical Drawing	5
Forging or Elementary Wood-work	10	Machine Shop Practice or Joinery	10
Psychology	5	History of Education	5
Methods and Observation	5	School Management (including School Law)	5

Senior Year

Mechanical Drawing	5	Architectural Drawing	5
Advanced Machine Shop Practice or Cabinet Making....	10	Machine Construction or Pattern Making and Moulding..	10
Literature of Manual Training	5	Organization of Manual Training	5
Practice Teaching	5	Practice Teaching	5

HOUSEHOLD ARTS COURSE**Leading to State Certificate and Life Diploma**

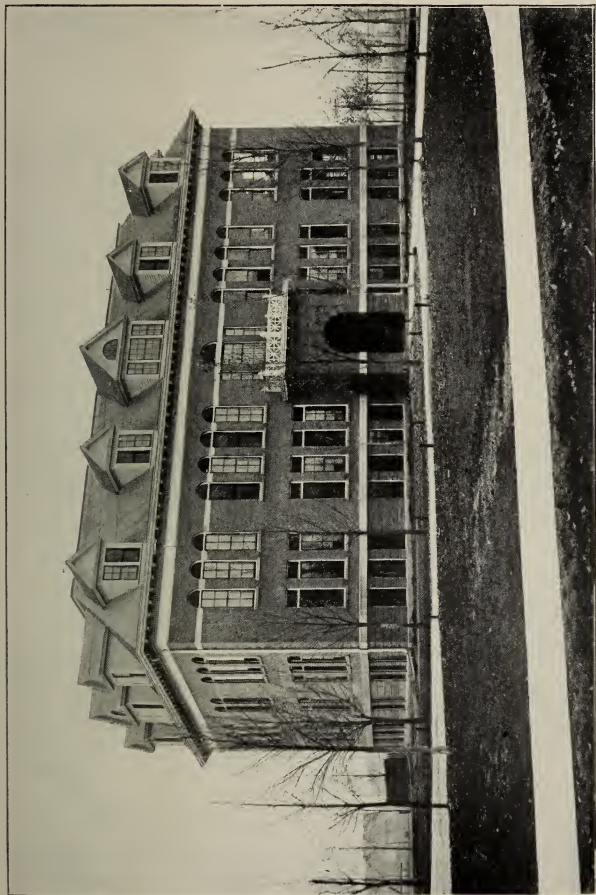
Entrance requirements for regular students: Graduation from the Intermediate Normal course or an approved High School course.

Junior Year

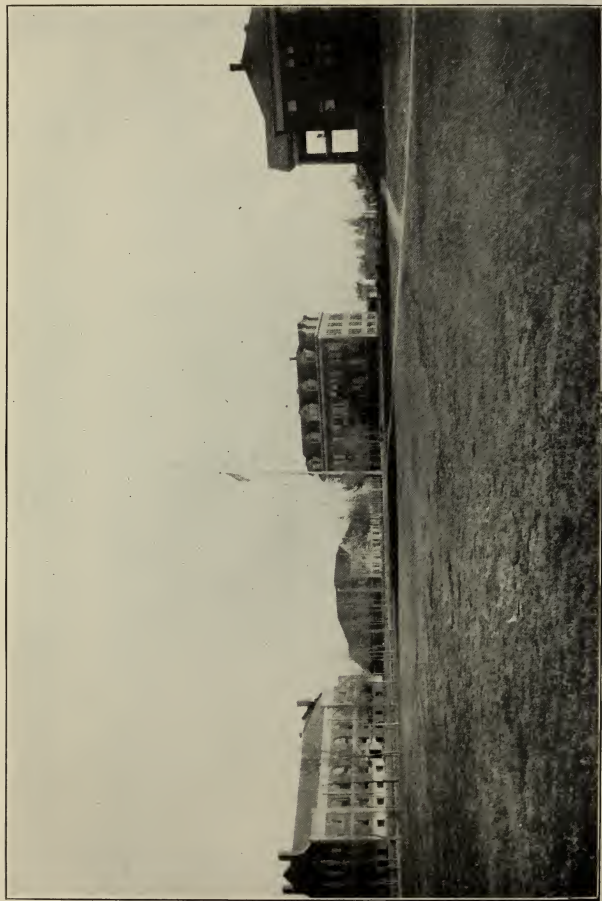
Food Study	4	Physiology and Home Nursing	4
Cookery	4	Cookery	4
Sewing	4	Sewing and Drafting	4
Inorganic Chemistry	5	Organic Chemistry	5
Psychology	5	History of Education	5
Methods and Observation	5	School Management (including School Law)	5

Senior Year

Household Management	5	Dietetics, Organization, and Equipment	5
Bacteriology	4	Chemistry of Foods	4
Advanced Cookery	4	Table Service and Invalid Cookery	4
Dressmaking	4	Art Needlework and Textiles..	4
Practice Teaching	5	Practice Teaching	5
Design	5	Art Decoration (Optional) ..	5



The Central Building



General Campus View

AGRICULTURAL-NORMAL COURSE**Leading to Second Grade Certificate; Especially Designed for Rural School Teachers**

Entrance Requirements: Graduation from the Eighth Grade, followed by a preparatory course in Penmanship, Spelling, Physiology, Geography, United States History, South Dakota History, and Civil Government.

First Year

First Semester		Second Semester	
Nature Study	} 5	Practical Agriculture..	} 5
Agricultural Zoology..		Agricultural Botany..	
Practical Problems in Chemistry and Physics	5	Design	5
Freehand Drawing	5	Music	5
Arithmetic	5		

Additional Subjects for Young Men:

Elementary Woodwork	5	Carpentry	5
		Farm Engineering & Masonry	5

Additional Subjects for Young Women:

Elementary Cooking..	} 5	Chemistry of Foods and Bacteriology	5
Elementary Sewing...		Cooking and Food Study }	} ... 5
		Plain Sewing.....	

Second Year

Soils and Fertilizers...	} 5	Methods in Agriculture }	} 5
Plant Breeding		Rural Life Problems..	
Mechanical Drawing	5	Mechanical Drawing	5
Reading and Grammar	5	English (farm themes)	5
State Course of Study and Practice	5	State Course of Study and Practice	5

Additional Subjects for Young Men:

Metal Work	5	Forge Practice	5
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Additional Subjects for Young Women:

Dressmaking.....	} 5	Table Service and Dietetics. }	} 5
Household Management....		Sanitary Science.....	

BUSINESS COURSE**Preparing for Teaching and for Office Practice**

Shorthand	10	Shorthand	10
Typewriting	10	Typewriting	10
Penmanship and Spelling	5	Penmanship and Spelling	5
Bookkeeping	5	Bookkeeping	5
Commercial Arithmetic	5	Commercial Law	5

INDUSTRIAL COURSES**Manual Training Course****First Year**

First Semester		Second Semester	
Freehand Drawing	5	Freehand Drawing	5
Woodwork	10	Cabinet Making	10
Elective	10	Elective	10

Second Year

Mechanical Drawing I.	5	Mechanical Drawing I.	5
Forging	10	Forging and Pipe Fitting.	10
Elective	10	Elective	10

Third Year

Mechanical Drawing II.	5	Architectural Drawing	5
Pattern Making and Foundry Practice	10	Pattern Making and Foundry Practice	10
Elective	10	Elective	10

Fourth Year

Machine Drawing	5	Machine Drawing	5
Metal Work	10	Machine Shop Practice	10
Elective	10	Elective	10

Brief Course For Farm Boys

Offered during the last eight weeks of the first semester and the first eight weeks of the second semester.

First Year

Carpentry, Forging	20	Carpentry, Blacksmithing	20
Mechanical Drawing	5	Mechanical Drawing	5
Agriculture	10	Agriculture	10

Second Year

Machine Work, Masonry.	20	Farm Engineering, Masonry.	20
Architectural Drawing	5	Architectural Drawing	5
Agriculture	10	Agriculture	10

TRADE COURSES**Carpentry****First Year**

Framing, Millwork, Outside Finishing	20	Framing, Millwork, Outside Finishing	20
Architectural Drawing	10	Architectural Drawing	10
Theory	5	Theory	5

Second Year

Cabinet Making, Inside Finishing, Masonry	20	Cabinet Making, Inside Finishing, Masonry	20
Architectural Drawing	10	Architectural Drawing	10
Theory	5	Theory	5

Blacksmithing**First Year****First Semester**

Forge Work, Wheelwrighting, Machine Shop	25
Mechanical Drawing	5
Theory	5

Second Semester

Forge Work, Wheelwrighting, Machine Shop	25
Mechanical Drawing	5
Theory	5

Second Year

Forge Work, Horseshoeing....	25
Mechanical Drawing	5
Theory	5

Hand and Power Forging, Practice in Com'l Shops....	25
Mechanical Drawing	5
Theory	5

Architecture**First Year**

Mechanical Drawing, Freehand Drawing	20
Joinery	10
History of Architecture	5

Architectural Drawing, Per- spective	20
Framing	10
History of Architecture	5

Second Year

Architectural Drawing, Inter- ior Decoration	20
Forge Work, Pattern Making and Foundry Practice	10
Construction and Strength of Materials	5

Architectural Design, Furni- ture Design	20
Machine Shop, Masonry	10
Theory of Architecture.....	5

Machine Work**First Year**

Machine Shop Practice	20
Machine Drawing	10
Machine Shop Theory	5

Machine Shop Practice	20
Machine Drawing	10
Machine Shop Theory	5

Second Year

Machine Construction	20
Machine Design	10
Machine Shop Theory	5

Machine Construction	20
Machine Design	10
Machine Shop Theory	5

Applied Electricity**First Year**

Mathematics (Algebra)	5
Physics	8
Chemistry	8
Mechanical Drawing (Projec- tions and Shop Drawing)..	5
Pattern Making and Foundry Practice	9

Mathematics (Geometry)	5
Physics	8
Chemistry	8
Mechanical Drawing (Engine Details)	5
Forging	9

Second Year

Mathematics (Trigonometry)..	5
Mechanism and Strength of Materials	5
Electricity (Generation and Transmission)	10
Mechanical Drawing (Dynamic Details and Wiring Plans)..	5
Machine Work	10

Mathematics (Analytics)	5
Steam Engines and Steam Boilers	5
Electricity (Motors and Light- ing)	10
Mechanical Drawing (Power Plants)	5
Dynamo Construction	10

TABLE OF ELECTIVES

Group I

First Semester

English I
 Latin I
 Grecian History
 Algebra
 Geography
 U. S. History

Second Semester

English I
 Latin I
 Roman History
 Algebra
 Arithmetic
 Reading and Grammar

Group II

English II
 Latin II
 German I
 Mediaeval History
 Bookkeeping
 Zoology
 State Course of Study and Practice

English II
 Latin II
 German I
 Modern History
 Agriculture
 Botany
 State Course of Study and Practice

Group III

English III
 Latin III
 German II
 French I
 English History
 Chemistry I
 Plane Geometry

English III
 Latin III
 German II
 French I
 English History
 Chemistry I
 Plane Geometry

Group IV

English IV
 Latin IV
 German III
 French II
 Civics
 Physics I
 Mathematical Geography
 Solid Geometry

English IV
 Latin IV
 German III
 French II
 American History
 Physics I
 Physiography
 Higher Algebra

Group V

English V
 Latin V
 German IV
 French III
 German I, Adv.
 Trigonometry
 Animal Histology
 Chemistry II
 Advanced Agriculture

English V
 Latin V
 German IV
 French III
 German I, Adv.
 Analytic Geometry
 Plant Histology
 Chemistry II
 Teachers' Manual Training

Group VI

English VI
 Latin VI
 Pedagogy
 Sociology
 German V
 French IV
 Constitutional History
 Astronomy
 Physics II
 Economics
 Drawing and Painting

Pedagogy
 Sociology
 English VI
 Latin VI
 German V
 French IV
 Constitutional History
 Geology
 Physics II
 Economics
 Drawing and Painting

SCHEDULE OF RECITATIONS, 1912-13**Forenoon Hours**

First Period	8:00- 8:50
Second Period	8:55- 9:45
Third Period	10:15-11:05
Fourth Period	11:10-12:00

Afternoon Hours

Fifth Period	1:15-2:05
Sixth Period	2:10-3:00
Seventh Period	3:05-3:55
Eighth Period	4:00-4:50

Group I**Period First Semester**

5 or 6	English I
5	Latin I
3	Grecian History
2	Algebra
4	Geography
6	United States History
1	Physiology and Hygiene

5 & 6	Elementary Woodwork
	Gymnastics
1 & 2	Freehand Drawing
3 & 4	Woodwork
3 & 4	Forging
5 & 6	Carpentry, Forging
1	Mechanical Drawing
2	Agriculture
1 & 2	Nature Study
1 & 2	Agricultural Zoology
5 & 6	Practical Problems in Physics and Chemistry
7	Freehand Drawing
3	Arithmetic
5 & 6	Elementary Cookery
5 & 6	Elementary Sewing

Second Semester

English I
Latin I
Roman History
Algebra
Arithmetic
Reading and Grammar
South Dakota Geography, History, and Civics
Carpentry
Gymnastics
Freehand Drawing
Cabinet Making
Forging and Pipe Fitting
Carpentry, Blacksmithing
Mechanical Drawing
Agriculture
Practical Agriculture
Agricultural Botany
Farm Engineering and Masonry
Design
Music
Chemistry of Foods
Bacteriology

Group II

6	English II
7	Latin II
7	German I
4	Mediaeval History
3 & 4	Zoology
5	State Course of Study and Practice
2	
3	Drawing
	Gymnastics
2	Penmanship and Spelling
3 & 4	Mechanical Drawing I
3 & 4	Forging
1	Dressmaking
1	Household Management
	Typewriting
6	Bookkeeping
3	Commercial Arithmetic
5	Shorthand
5 & 6	Soils and Fertilizers
5 & 6	Plant Breeding

English II (American Literature)
Latin II
German I
Modern History
Botany
State Course of Study and Practice
Agriculture
Music
Gymnastics
Penmanship and Spelling
Mechanical Drawing I
Forging
Table Service and Dietetics
Sanitary Science
Typewriting
Bookkeeping
Commercial Law
Shorthand
Rural Life Problems
Methods in Agriculture

Group III

4	English III
3	Latin III
3	German II
3	French I
6	English History
4 or 6	Plane Geometry
7 & 8	Chemistry I
1	Methods and Observation
3 or 4	Elementary Psychology
	Gymnastics
5 & 6	Pattern Making and Foundry Practice
3 & 4	Mechanical Drawing II

English III
Latin III
German II
French I
English History
Plane Geometry
Chemistry I
Management and School Law
Physiography
Gymnastics
Pattern Making and Foundry Practice
Architectural Drawing

Group IV**Period First Semester**

- 1 English IV
- 2 Latin IV
- 2 German III
- 2 French II
- 5 Solid Geometry
- 4 Civics
- 3 & 4 Physics I
- 3 Mathematical Geography
- 7 Review Arithmetic and United States History
- 6 Reading and Public Speaking
- 6 Practice Teaching
- Gymnastics

Second Semester

- English IV
- Latin IV
- German III
- French II
- Higher Algebra
- American History
- Physics I
- Physiography
- Review Grammar and Geography
- Reading and Public Speaking
- Current Events
- Practice Teaching
- Gymnastics

Group V

- 3 English V
- 4 Latin V
- 4 German IV
- 6 German I, Adv.
- 4 French III
- 7 Trigonometry
- 5 & 6 Animal Histology
- 5 & 6 Chemistry II
- 7 & 8 Advanced Agriculture
- 7 Review Arithmetic and United States History
- 3 or 4 Psychology
- 1 Methods
- Gymnastics
- 1 & 2 Freehand Drawing
- 3 & 4 Woodwork
- 3 & 4 Forging
- 2 Food Study
- 5 & 6 Cookery and Sewing
- 7 & 8 Inorganic Chemistry
- Mechanism and Strength of Materials
- 1 & 2 Electricity
- 3 & 4 Mechanical Drawing
- 5 & 6 Machine Work

- English V
- Latin V
- German IV
- German I, Adv.
- French III
- Analytic Geometry
- Plant Histology
- Chemistry II
- Teachers' Manual Training
- Review Grammar and Geography
- History of Education
- School Management and School Law
- Gymnastics
- Mechanical Drawing
- Joinery
- Machine Shop Practice
- Physiology and Home Nursing
- Cookery and Sewing
- Organic Chemistry
- Steam Engines and Steam Boilers
- Electricity
- Mechanical Drawing
- Dynamo Construction

Group VI

- 2 English VI
- 1 Latin VI
- 1 German V
- 1 French IV
- 1 Astronomy
- 5 Pedagogy
- 5 Sociology
- 2 Constitutional History
- 1 & 2 Physics II
- 6 Economics
- 2 Drawing
- 3 Music, Adv.
- Practice Teaching
- Gymnastics
- 5 Pedagogy and Child Study
- 1 & 2 Mechanical Drawing
- 5 & 6 Advanced Machine Shop Practice
- 3 & 4 Cabinet Making
- 7 & 8 Literature of Manual Training
- 1 Household Management
- 5 & 6 Bacteriology
- 3 & 4 Dressmaking
- 3 & 4 Advanced Cookery
- 7 Design

- English VI
- Latin VI
- German V
- French IV
- Geology
- Pedagogy
- Sociology
- Constitutional History
- Physics II
- Economics
- Painting
- Drawing, Adv.
- Practice Teaching
- Gymnastics
- Sociology
- Architectural Drawing
- Machine Construction
- Pattern Making and Moulding
- Organization of Manual Training
- Dietetics, Organization and Equipment
- Chemistry of Foods
- Art Needle Work and Textiles
- Table Service and Invalid Cookery
- Art Decoration

Departments of Instruction

EDUCATION

The purpose of this department is to examine the fundamental principles—philosophical, historical and psychological—which underlie a scientific theory of education, considered as a human institution. The processes and the problems of education are examined and an attempt is made to formulate a philosophical basis for educational doctrine and practice.

Psychology—The study of psychology is pursued in a Normal School chiefly for the purpose of increasing the teaching power of the student. In a secondary sense, it serves as a general culture study. It is pre-eminently the study of human nature from infancy to old age. It is a direct study of one's own mental life and a more or less indirect study and interpretation of the mental life of others. It never contradicts common sense or the intuitive and instinctive acts of individuals or groups of individuals. The study of psychology rightly pursued touches life in all relations and under all conditions. It is a study of the whole life, with a view of adapting one's self to rational conditions.

The elementary work in this school is based on Halleck's *Psychology and Psychic Culture*, while the advanced work is based on James' book. The text is supplemented by lectures, library reading, class discussions and reports of observations in specific fields. One semester of eighteen weeks is given to each line of work.

History of Education—One semester is spent in the study of the history of education. This belongs to the Junior year of the Advanced Normal course and is intended to supply the student with the correct notion of what ought to be done in view of the knowledge of what has been done in the past. The pedagogy of the schools of Greece, Rome, Germany, France and England forms the basis of this study. The great educators, their philosophy, and their chief works are examined and compared with a view to forming correct educational

ideas. The class room work is supplemented by assigned reading on different topics.

Methods and Observation—In methods the common branches are outlined, the essentials for each grade being given both from the standpoint of the rural and of the graded school. A series of model lesson plans is developed in each branch. Methods in school management are given and include the seating and passing of classes, the care of the school rooms as to light, heat and ventilation, and the inspection of the school grounds. Much library work is required in this subject. The work is designed to be the connecting link between theory and practice. It is divided between general and special methods, elementary science occupying a prominent place in the latter division. The science study covers the phases of the various sciences which are most used in the lower grades of our schools. Botany, zoology, physics, chemistry and meteorology are considered. Field work is made a leading feature of the course.

Before becoming a practice teacher the student is required to observe the work of the different grades in the Training School. During this time it is expected that he will become familiar with the general plan of the school and will be ready to indicate any preference he may have as to the grade in which he is to practice. The student is required to hand a written report of each recitation observed to the director of the Training School or to the critic under whom he is observing. To insure attention to fundamental points he is provided with an outline which is used as a guide in the observations.

A brief course in library science is made a part of the work in methods. Its design is to teach the student the intelligent use of books and the manner of selecting and administering a small school library.

School Management—This course supplements the work in Methods and Observation. It aims to furnish the prospective teacher with a compendium of precepts that will aid him in the mastery of technique, to interpret these precepts in the light of accepted psychological principles, and to unite both

precepts and principles into a coherent and fairly comprehensive system.

Pedagogy—The course in pedagogy in the Senior year is designed for students who have had considerable work along professional lines, and will vary somewhat according to their needs. It will include work in school and class management, school organization, courses of study, and allied subjects. Much reading will be done in the library and reports will be made on assigned topics. This course presupposes work in psychology, history of education, and methods.

Child Study—This course in the physical and mental development of children is supplementary to the prescribed course in pedagogy. It is designed to discuss the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher, and it will seek to give him adequate training in the concrete study of child life. Work in the reference library is an important part of the subject, and reports of children observed are required.

School Law—South Dakota statutes relating to the general subject of education are carefully studied as a part of the course in school management. State and county supervision, school corporations, powers and duties of district school boards, teachers and schools, compulsory education, text books, school libraries, humane treatment of animals, and special temperance instruction in physiology are some of the topics considered.

Practice Teaching—In order to give the student the equipment of actual school room experience, teaching one hour a day throughout the senior year is required as a minimum of practice. Each practice teacher, under the supervision and guidance of a critic teacher, is responsible for the discipline of the class and the appearance of the room as well as for the proper presentation of the lessons. The practice teacher is required to prepare a detailed plan of each lesson and have it approved before taking charge of the school. Additional practice work may be elected when the practice classes are not crowded.

State Course of Study and Practice—This course is offered to meet, as nearly as possible, the needs of those who will go

out at the end of two years' work to teach in the common schools of South Dakota. It will include a careful survey of the state course of study, in which the different branches will be taken up from the standpoint of subject matter, sequence, and method of presentation. It will also include observation, writing of lesson plans, and some teaching. The constant endeavor will be to make this a very practical course for those whose time is limited.

Current Events—In the second semester of the fourth year of the Intermediate Normal course, weekly drill is given in current events. Affairs at home and abroad are discussed and analyzed.

GEOGRAPHY AND SOCIAL SCIENCES

Geography

Of all the common school subjects, geography has the widest sphere of relations. It deals with the phenomena of nature and of man. Climate and physiographic features in a large measure control man's economic conditions and industries, and through these affect all his life. Civilized man, however, does not passively accept geographical conditions, but in organized social endeavor brings about a transformation of nature to his own ends. Geography shows how man's life is conditioned and influenced by the earth and how he utilizes these conditions for his own good.

Equipment—The equipment for teaching geography includes a good collection of recently published political and physical maps, an 18-inch Mitchell pendent globe, an 18-inch Houghton slated globe, a fine mercurial barometer, maximum and minimum registering thermometers, a collection of consular reports, geographical atlases, folios, bulletins and reports, files of the Monthly Weather Review, weather maps, a large mapping table, a sand table and a filing cabinet

Physiography—The work in physiography includes an eight weeks' course in meteorology and an eleven weeks' course in physiography proper. In meteorology the general properties of the atmospheric envelope are studied and a careful examination is made of areas of high and of low pressure, isobaric and

isothermic charts being constructed by students from data obtained from the United States weather bureau. In a similar manner data are obtained from which a complete weather map is made by each student. In addition to a study of wind zones, cyclones and anticyclones, some special attention is given to the tornado and Chinook winds.

In physiography a study is made of the land surface and of the evolution of relief forms. The principal physiographic processes and features are studied, each being taken up by a careful study of some actual type, the physiography of the United States being thus thoroughly covered. The environment of the school permits a study at first hand of a typical young plain, the level bed of glacial Lake Dakota, and the attendant phenomena of a young meandering river. The field work includes trips to the outside of this lacustrine plain, to the characteristic rolling topography of the glacial drift, the study of minor glacial lake beds in the vicinity and an optional trip to Big Stone Lake, crossing the three outer terminal moraines of the Dakota lobe of the ice sheet.

Geography—This course includes a review of the principal facts of political geography from the point of view of natural resources, industries and the exchange of commodities. The industrial geography of the United States is made the basis for the study of economic conditions. Not only is our own economic geography the nearest related to the student's experience and conceptions, but it is also the best illustration of the principle of organization of the subject. Here extensive agricultural and grazing areas alternate with great mining and manufacturing centers and are co-ordinated with a division of labor equally great in the power of social adjustment.

Mathematical Geography—The motions, form and position of the earth are studied as determining such conditions as latitude and longitude, map projections, government land survey, standard and local time, solar and sidereal day, the calendar, seasons and zones. Considerable practical and library work is required, such as the determination of latitude from the altitude of the sun at apparent noon and the declination tables in the Nautical Almanac.

Review Geography—This is a half semester advanced course and is designed to give the prospective teacher some knowledge of modern geographic data, their organization and method of adaptation for the common school grades. A study is made of the preliminary geography work which should be done before the text book is used, as well as the formal geography study. Among the important topics of the course are a study of local geography, natural features, mapping, moulding, and the imaginary journey.

South Dakota Geography, History and Civil Government—To prepare for the requirements of the state course of study in South Dakota geography, history, and civil government, these subjects are offered in the second semester of the first year of the Normal course. The work in geography comprises a careful study of the surface features of the state, including a study of the glaciated portions east of the Missouri River, and the Black Hills and Bad Lands west of it; the climate, soil, and products; and the cities and institutions of the state. In civil government the state legislature, executive department, judicial system, county, township, town, city, and the public school system are given careful consideration. A brief study is also made of the constitution of the United States and of nominations and elections.

Social Sciences

The social sciences include the subjects which deal with the institutions of mankind. While the forces of society that have shaped and moulded institutions antedate recorded history, a systematic and organic study of them has been made only in recent times. Since the work of the teacher is that of an organic formative social force, assisting the child in preparation for social participation, it seems eminently fitting in this institution, designed to train teachers as well as to give technical industrial training and general culture, that the work of this department should occupy a prominent place in our courses.

Sociology—The purpose of this study is to develop a comprehensive view of the complex relations of humanity and acquaint the student with the social elements, functions and proc-

esses. The institutions, social organisms and aggregates of contemporaneous society are studied, not so much with a view to making social reformers as to the giving of a rational and balanced conception of society. To this end a study of normal conditions, ideals and processes is emphasized more than a study of pathological conditions.

Economics—This course consists of a study of material wants and their satisfaction, the production of economic goods, their exchange and distribution. The importance of a rational view of the world of industry is apparent when we realize how much of time and human energy is expended in the satisfaction of material wants, and how much of crime and misery, as well as virtue and happiness, center about the production and use of wealth.

Civil Government. A presupposition for this study is a fair knowledge of the history of the United States and of the elements of civil government. A study is made of local civic institutions, of state government as illustrated in the constitution and administration of the government of South Dakota, and of the federal constitution and the administration of our national government. Some special study is made of municipal government, of the machinery of political parties, and of civic problems as illustrated in current or recent events which indicate civic processes or tendencies. Considerable library work is done, the library having a good list of reference books, besides many valuable governmental publications, such as state reports, state codes and bound volumes of the Congressional Record.

Commercial Law. The aim of this course is to enable the student to understand the elements of law as applied to the conduct of business, not to make lawyers, but to give a rational conception of legal rights and limitations. A study is made of such topics as contracts, sales and transfers of property, negotiable paper, partnership and corporations, agency, insurance, and a brief study of pleading and practice.

HISTORY

The courses in history assume a class well prepared in the elementary history of the United States. The methods in use

require much library work. Students are assigned special subjects for research work and are required to prepare and deliver before the class their productions from the reading on these subjects. Analysis of the subject is an important feature of history study; therefore, each student is required to make a detailed analysis from time to time, thus avoiding the error of having it all prepared by the instructor. It is planned to direct the reading and study in such a manner as to call decided attention to the relations of events.

Grecian and Roman History—This subject extends through the first year of the courses. In the first semester, it includes a brief survey of the ancient Egyptian and Babylonian civilizations and the study of Grecian history from the Mycenaean period to the Roman conquest. During the second semester, the history of Rome is considered from the early Etruscan period to the revival of the Empire in 800, A. D.

Mediaeval and Modern History—This subject is offered in the first and second semesters of the second year. The first semester's work is planned to give a general idea of the trend of society from the ancient to the modern order, and considers the development of European history from 800, A. D., through the period of the Hundred Years' War. Especial attention is given to the influences of the mediaeval church and the formation of nations. During the second semester the work treats of events from the time of the renaissance through the readjustment of Europe by the Treaty of Vienna.

General History of England—This course is elective and extends through both semesters of the third year. Its aim is to give a general idea of English history from the earliest historical period to the end of the Victorian era. Effort is made to trace the growth of legal and political institutions and colonial policies as well as social and religious developments. Research work is required throughout the year.

American History—This is an advanced course, following immediately the work in civics, during the second half of the fourth year. A review of the events with the causes leading to the settlement of the American Colonies is given, but the formation of the Union, the Civil War and the reconstruc-

tion of the states receive the most prominent place in the course. Special emphasis is laid upon the principles underlying the development of the political life and the institutions of the American people.

United States History—This is a semester subject offered during the first year of the Elementary Normal course and is planned as a brisk review of the essential events and movements in the history of our country.

Review United States History—This is an advanced professional course required of all Intermediate and Advanced Normal students. Attention is given to methods of teaching the subject.

Constitutional History—This course is planned to make a careful study of the growth of the English constitution. During the year the political constitutions of other countries will be considered for the purpose of comparison. The work is continued through two semesters.

MATHEMATICS

Throughout the course in mathematics, the aim is to make the teaching of the subject practical and to train the students to habits of careful and accurate thinking; to cultivate in them mathematical strength, together with rapidity and accuracy of computation, and to give to them the best methods of presentation in connection with the fundamental principles underlying each subject.

Arithmetic—Arithmetic has two values, a utilitarian value and a cultural value. A knowledge of arithmetic has a bread and butter value to us. We need it in our purchasing, in computing our incomes, and in our accounts generally. We also need arithmetic for its cultural value. It trains students to think logically, clearly, and accurately. It trains their judgment and develops a power for rapid and accurate work. Three courses are offered.

Elementary Course. A thorough review of the subject is given. This work, intended for those who wish a complete survey of arithmetic, is offered in the Elementary Normal course.

Commercial Course. Accompanying the work in bookkeeping a half year in arithmetic is offered to Business students. A thorough drill in the more practical parts of the subject is supplemented by abundant illustrative work and miscellaneous problems.

Review Course. A half semester's review work is required in higher arithmetic of those taking the Intermediate and Advanced Normal courses. Modern methods are given prominence.

Algebra—The object of this study, as in all branches of mathematics, is to train the student in logic and to develop his powers of concentration. Care in arrangement, clearness of statement, and accuracy of results are at all times emphasized.

Elementary Course. The subject is begun and is taken through quadratic equations in a single year.

Advanced Course. A review of the underlying principles of elementary algebra is given before taking up the work in quadratics, ratio and proportion, variation, progressions, imaginary and complex numbers, variables and limits, the binomial theorem, logarithms and undetermined co-efficients. This course is offered as an elective to those who have completed the solid geometry.

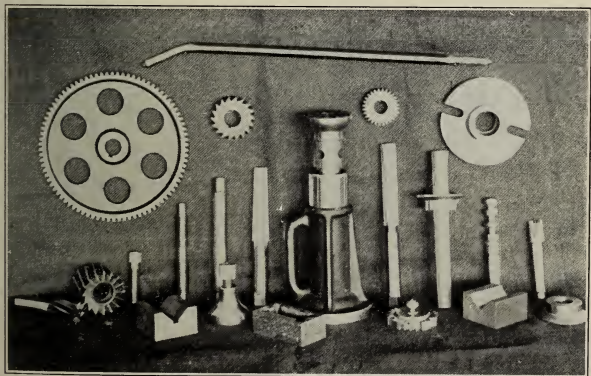
Geometry—In this subject the student must get a clear concept of what is to be proven, and then prove in a logical way this concept. The result of this work gives the student the power of continuity both in thought and speech, and it helps form in the learner the habit of seeing things in their true relation. Both plane and solid geometry are offered.

Plane Geometry. This subject follows elementary algebra and is offered for two semesters. The work is based on some good standard text book and much attention is given to original demonstrations.

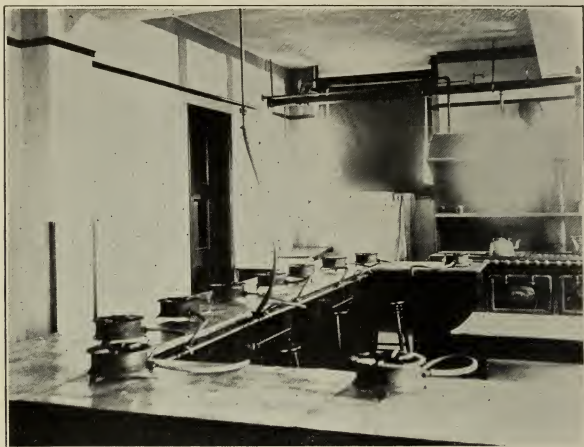
Solid Geometry. Plane geometry must precede the solid. One semester's work in the latter is offered as an elective in the fourth year.



Bead Work—Teachers' Manual Training



Products of Foundry and Machine Shop



Domestic Science Kitchen



Furniture Made in Wood Shop

Trigonometry is offered as an elective in several of the courses. It should be preceded by plane geometry. If time permits, the principles of the sphere are considered with their mechanical and astronomical applications.

Analytic Geometry is also an elective in several of the courses and must be preceded by plane geometry and trigonometry. The course covers the rectilinear and oblique systems of co-ordinates, loci of the first and second order, the conic sections, and higher plane curves.

AGRICULTURE AND BIOLOGICAL SCIENCES

The biological laboratory is furnished with a wall table extending along two sides of the room, above which are cases for the compound microscopes. Three tables occupy the center of the room, two of which are for student use, while the third is equipped with a sink, aquarium, gas, and shelves for chemicals. There are fifty individual lockers, containing microscopes, dissecting pans, knives, scissors, forceps and other apparatus. Among the general apparatus may be mentioned a still, automatic water bath, Minot rotary microtome, stains, injecting syringe, twelve Bausch & Lomb special compound microscopes and one Bausch & Lomb BB compound microscope with Abbe condenser, a collection of over seven hundred prepared microscopical slides, about three hundred lantern slides upon the subjects of botany, zoology and physiology, and oxyhydrogen stereopticon; an opaque projectoscope, fitted with electric light, suited for the projection of post cards, charts, maps, and all opaque objects; a Babcock milk tester, soil augur, soil thermometer, soil sample cases, sieves for soil analysis, seed testers, and germinating boxes.

The recitation room connected with this laboratory is equipped with opaque curtains so that the room may be darkened for experiments or for using the stereopticon. Over four hundred volumes of scientific reports are kept in this room where they are easy of access.

Botany is offered in our courses, for ten hours per week, during one year. The following are some of the topics studied: The germination of seeds; growth of seedlings; sources

of plant food; stems, buds, leaves and flowers, with the general structure and uses to the plant of each; adaptation of plants to their environment; seed dissemination; plant societies; distribution of plants, with special reference to South Dakota; the economic value of plants from the lowest to the highest forms. Systematic work is done and each student is required to collect, preserve and classify at least fifty plants. Field work is made a leading feature of the course, many local excursions are planned and as many to distant points as are possible. An annual excursion is made on the second Monday of May to Tacoma Park for the purpose of studying the botanical conditions in that part of the state. Plant physiology is studied sufficiently to enable the student to understand the vital processes of plant life.

Plant Histology—This course is offered for ten hours per week for one semester and embraces a study of the minute anatomy of plants, and consists of three parts:

1. General Methods. A study of the methods of clearing, live staining, fixing and staining methods, microtome technique and the making of permanent preparations.

2. Microchemistry. In which is made a study of some of the inorganic elements and compounds in plant tissues, such as oxygen, sulphur, hydrochloric acid and its salts, nitric acid and its salts, potassium, sodium, etc.; a study of the organic compounds, such as the alcohols, fats, and fatty oils, wax, carbohydrates, sulphur compounds, amido compounds, phenols, hydrocarbons, glucosides, coloring matters, proteids, etc.

3. Methods for the investigation of the cell wall and of the various cell contents, such as a study of the cellulose wall, the lignified membranes and the developmental history of the cell wall, the nucleus and its constituents, karyokinesis, centrospheres, chromatophores, protein grains, etc.

Zoology—Zoology is given for ten hours per week during the second year of the courses. The first semester is devoted to the groups below the vertebrates and the second semester to the vertebrates. Insects are studied first, with special reference to their economic importance, and then the groups are studied in their order from the lowest to the highest forms.

Type forms are studied in the field and laboratory. Field work is required. Special attention is given to the study of animal life as related to agriculture.

Animal Histology—This work is given for ten hours per week during one semester and consists of a study of animal tissues and the methods of preparing the same for microscopical study. Special attention is given to ectodermal, entodermal and mesenchymatous structures of the vertebrates and their relation to human anatomy and physiology.

Physiology and Hygiene is offered for five hours per week during one semester. Experiments and dissections are carried on with as much detail as is necessary to get an insight into the vital processes of life. Hygiene is made an important part of the work.

Bacteriology—This course is a specific study of bacteria, yeasts and molds in the home. A study is made of the general nature of molds, the conditions favoring mold growth, the decay of fruit, useful molds and mold diseases. Yeasts are studied as to their distribution, the various kinds of yeasts used in a household, bread making and fermented liquors. Bacteria are studied as to their general nature, bacteria which live upon dead matter, the preservation of food and the process of canning, ptomaine poisoning, disease bacteria, prevention of the distribution of contagious diseases, and disinfection and disinfectants.

Agriculture—This is a half year course designed especially for Normal students. As outlined it considers the following work:

1. Plant production. A survey of the structure, physiology and diseases of plants. Special attention is given to a study of rust and smut and to the attacks of insects on plant life, with methods of prevention. A study is made of seeds, pollination, crosses and hybrids, and the process of grafting. The importance of light, heat, moisture and air are considered as related to plant growth. The soil is studied as to its nature and functions, origin, properties, the main classes of soils, such as sand, clay, peat, silt, etc., soil aeration and soil moisture, soil management, as tillage, drainage, irrigation, enrichment, impover-

ishment and crop rotation. A study is made of the various farm crops, with the methods of culture of each.

2. Animal production. One or two of the leading breeds of horses, cattle, sheep, swine, poultry and bees are studied as to their characteristics, methods of breeding, hygiene and the marketing of the product.

3. Dairying. A detailed study of the dairy type of cow, with methods of feeding, management and care. A study is made of milk as to its composition, method of handling and the uses of milk, such as for cheese and butter making.

4. Rural engineering. A study is made of farm plans as to the size and location of fields, location of buildings, fences, drains and roads. The construction of buildings is studied, with their water and sewerage systems. In this connection are studied some of the facts regarding the development of farm machinery and the importance of caring for and the repairing of such machinery.

5. A study of methods in and the importance of farm accounts.

Advanced Agriculture—This course is designed for students wishing to elect advanced work in agriculture. At the outset soils and fertilizers are considered with special attention to the nature, function, origin and wasting of soils, capillarity, solution, diffusion and osmosis in the soil, soil water and the conservation of soil moisture, the distribution of roots in the soil, soil temperature, relation of air to the soil, farm drainage, irrigation, and the physical effects of tillage and fertilizers. From the standpoint of fertilizers a study is made of farm manures, phosphate, potash, lime, commercial and miscellaneous fertilizers, food requirements of plants, rotation of crops and the conservation of soil fertility. Later on attention will be given to animal husbandry and economics. Under animal husbandry will be taken up the study of animal life in relation to the farm, also the care, production, breeding, feeding, diseases of, and the marketing of all farm animals. Under agricultural economics will be considered the selection, operation and maintenance of farms, the marketing of

products, the relation of the state and the farm, farmer's business methods, etc.

Brief Course in Agriculture—This is open to students in the brief Industrial course and is given for ten hours per week for sixteen weeks and extends over two years. During the first year attention is given to the general principles of agriculture with special work upon seeds, seed testing, and all plant life upon the farm. During the second year animal life upon the farm is studied and special attention is given to soils and fertilizers.

New Agricultural Courses—Throughout the Agricultural-Normal course, several new subjects of agricultural interest are offered to the prospective student. These will be outlined as the course is developed.

School Gardening—Each student in botany or agriculture is required to cultivate a small tract of ground and to work out upon the tract some special problem in agriculture or to maintain a school garden. Each student in botany is required to maintain an indoor garden or window box during the winter season.

Astronomy—This subject is given five hours per week for one semester. Astronomy is taken up under the following heads: The doctrine of the sphere, astronomical instruments, problems of practical astronomy, the earth, the moon, the sun, the sun's light and heat, eclipses, the planets, comets, meteors, stars, the light of the stars and aggregations of stars.

The student of astronomy must expect his chief profit to be intellectual in the widening of his range of thought and conception, in the pleasure attending the discovery of simple law working out the most complicated results, in the delight over the beauty and order revealed by the telescope in systems otherwise invisible, in the recognition of the essential unity of the material universe, and of a kinship between his own mind and the infinite Reason that formed all things and is immanent in them. It is not likely that great inventions and new arts will grow out of a study of the laws and principles of astronomy, such as are continually arising from physical, chemical and biological discoveries, yet astronomy is far from a

worthless science. The art of navigation depends for its very possibilities upon astronomical prediction. The science also has important applications in the survey of extended regions of country and the establishment of boundaries, to say nothing of the accurate determination of time and the arrangement of the calendar.

Geology—The work in geology is given for five hours per week during one semester. As much field work is done as the region will permit. Geology is studied under three heads—dynamical, structural and historical. Under the dynamical geology are studied the various agencies which are now producing structures, such as the atmospheric, aqueous, organic and igneous. Under the structural geology are studied the general form and structure of the earth; stratified, unstratified, igneous and metamorphic rocks; the structures common to all rocks, and general erosion. The work in historical geology is given to a study of the various geological periods—the archæozoic, paleozoic, mesozoic, cenozoic and the psychozoic. In the study of the various periods special attention is given to the economic geology.

PHYSICS AND CHEMISTRY

Knowledge is living and real to us only when it is founded on personally observed facts and personal experiences. Science is the classification of knowledge. The study of science should develop our mental integrity; make our judgment keen but tolerant; cultivate ability to detect similarities among things observed; train us to keep our minds free from bias; help us to draw conclusions reservedly; and best of all, increase our chances of enjoying and utilizing the treasures of nature. The sciences of physics and chemistry are admirably fitted for carrying out these ideal aims.

The physics department is well equipped with apparatus so that the lectures can be thoroughly illustrated with interesting experiments, by means of which the student's personal experience with things helpful in his every day life is ever increased.

An unusually large variety of chemicals is included in the equipment of the chemistry department by every day handling

of which the student is gradually brought to know a great many of the common substances and their practical uses.

Two full year courses are offered in physics. Physics I is in general qualitative while Physics II is intended to cover the same departments of the subject in a more exact and quantitative manner. Physics I lays the foundation while Physics II builds on the more detailed superstructure. The second course is for teachers and artisans who wish to teach the subject or use it in their trades.

The several courses offered in chemistry are adapted as far as possible to supply the needs of each individual student. In the latter part of the course after the working principles of chemistry are understood the students may investigate chemical problems along the line of metal handicraft, electro-chemistry, or subjects in which he may have special interests.

Physics I is offered for ten hours per week during two semesters. Laboratory work is carried on, supplemented by work in text-books and lectures. The properties of matter, mechanics of solids and fluids, heat, light, sound, magnetism, and electricity are studied. One of the objects of the course is the practical application of the physical laws as shown in the city waterworks, transmission of power, electric plants, electric bells, the telephone, the telegraph, X-ray, etc. In mechanics of solids and fluids, the fundamental principles and laws of machines and fluid pressures are studied by building upon common knowledge of everyday things.

The subject of heat is unusually full of principles having practical applications. Light is interesting from the experimental point of view. The eye, its structure, care and treatment; optical illusions in art and drawing, photography, commercial color photography, Ives' three color process, and color mixing are some of the interesting and practical fields for experiment in the subject of light. The music slide rule as a very simple and easy means of learning all the elements of music so that anyone, talented or not, can readily master the science of music, makes the subject of sound in the pupil's course of vital interest and importance. No expense has been spared in making the equipment for the study of magnetism

and electricity everything that could be desired. From as simple an element as a bar of iron or a coil of wire, most of the electrical appliances such as the motor, dynamo, etc., are actually built up by the student and put into practical operation. Frequent visits are made to the factories, mills, and electric plants of the city.

Physics II—This course is given for ten hours per week for two semesters. It is open to all students who have had work in Physics I and have had advanced mathematics.

The first semester is given to a study of mechanics, sound, and light. Under mechanics a study is made of kinematics, kinetics and the mechanism of fluids. A study is made of the nature and motion of sound and the physical theory of music as an easy and absolute key to the thorough understanding of the science of music. In light, a study is made of its nature and propagation, reflection and refraction, dispersion, interference and diffraction, color, and polarized light.

The second semester is given to a study of heat, electricity and magnetism. A study is made of the nature of heat, temperature and its measurements, expansion, fusion, vaporization, transmission of heat, radiation and absorption, thermodynamics and the kinetic theory of gases. Under electricity and magnetism a study is made of electric charges, electrification by influence, electrical potential, capacity and condensers, atmospheric electricity, voltaic cells, electrolysis, Ohm's law and its application, thermal relations, properties of magnets, magnetic effects of currents, electric dynamics, electromagnetism, dynamos and motors, electric oscillations and waves, and the essential principles of wiring and electrical installations.

Chemistry I is offered in our courses for ten hours per week during two semesters. The principal chemical elements, with their common compounds, are studied. About three weeks are given to volumetric analysis. The aim is to familiarize the student with the composition and character of the common substances with which he is already acquainted. Visits are made to the factories, mills, and gas plant of the city.

Chemistry II—Qualitative Analysis. This course is given for ten hours per week through two semesters. The work is

open to students who have completed Chemistry I. The work consists of the study of the action of reagents on solutions of the metals, the identification of metals by an examination in the dry way, by flame reactions, and an examination in a wet way.

Inorganic Chemistry—This course practically coincides with the first half of Chemistry I and during that time the work of the two classes is in common.

Organic Chemistry—This study co-ordinates with Inorganic Chemistry and adapts itself to the needs of those interested in foods and that side of chemistry outlined in the Chemistry of Foods course to which this work leads.

Practical Problems in Physics and Chemistry—The study of agriculture involves to a greater or less degree, nearly all of the sciences, particularly physics and chemistry. In this half-year course the aim is to confine the work to those principles and experiments in physics and chemistry which more especially bear upon the work of agriculture. Fertile and arid soils, fertilizers, moisture and its conservation in the soil, foods and rations for man and animal, nitrogen and carbon cycles, seeds and their ferments, and testing of milk and other common foods are some of the topics considered. Experiments are carried on in the chemistry and in the physics laboratories according to the needs of the work.

Chemistry of Foods—This course is a continuation of Organic Chemistry. It calls for ten hours per week and continues throughout one semester. The work consists of the study of the composition of foods, the chemistry of their preparation and the physiological chemistry of their digestion. The work is a continuation of the organic side of Chemistry I and gives a study of the preparation and properties of many of the common organic substances useful in the household. The work in physiological chemistry consists of that which will add to the student's understanding of human physiological processes such as digestion, action of yeast in fermentation, chemical side of bread making and the chemical changes in foods. Special attention is given to the application of the principles of

physiological chemistry, together with the identification of food substances and adulterations.

ENGLISH

The work offered in the department of English aims to cultivate ease and correctness in oral and written expression and to create a true appreciation for the best literature. In the elementary courses greater stress is laid on theme writing, and in advanced courses the student is trained to exercise his critical ability in judging the classics and to consider them in relation to the tendencies of the period to which they belong.

Reading and Grammar—Five hours each week during the first semester are given to this work, and all students in the second year of the Agricultural-Normal course are required to take it. It is given in the second semester for students of the first year Elementary Normal course. Four hours a week will be devoted to a thorough review of grammar and the elementary principles of composition, with one or more written themes each week. One hour each week the students will study reading with a view of increasing the vocabulary and gaining power to interpret literature by oral expression.

Review Grammar—This is a short course in English grammar planned for those who expect to teach. The course is arranged to make the review a new view as far as possible by basing grammar on logic. While emphasis is thus placed upon the logical aspect of grammar it is not the intention to ignore the historical phases of the subject. This course is given during the first half of the first semester.

In addition to the foregoing, the following English courses are offered:

I—Five hours a week throughout the two semesters are devoted to this course. Three-fifths of the time is given to grammar and composition, and two fifths to the study of literature. A brief review of the principles of English grammar is followed by a study of the simpler principles of rhetoric, as paragraph structure, unity, and coherence. The simpler forms of narration and description are studied, one or two themes being required each week, with careful revision after the instructor has suggested corrections. The literature in

this course is chosen with a view to interesting the student and teaching him how to read sympathetically. Dickens' "Christmas Carol," Warner's "In the Wilderness," Eliot's "Silas Marner," Cooper's "Last of the Mohicans," and Stevenson's "Treasure Island" are used as supplementary reading.

II—Literature in connection with composition and rhetoric is offered in this course, five hours a week for the first semester being spent in the study. Two-fifths of the time is devoted to rhetoric and composition, and weekly themes emphasizing paragraph structure, coherence of paragraphs, and the principle of emphasis are required. In addition to description and narration, some practice in expository writing is given. The classics chosen for this course are by American authors and include Franklin's "Autobiography," Hawthorne's "Twice Told Tales," and Irving's "Sketch Book." The collateral reading consists of three books by American authors, and the student is required to submit a note book of outlines on this reading.

During the second semester the work in composition and rhetoric is continued and the history of American literature is studied. One-fifth of the time is devoted to the rhetoric and theme writing and four-fifths to the study of Newcomer's "American Literature" with the use of Long's "American Poems" as illustrative material. The prose is given largely as outside reading with the notebook of outlines as in the first semester.

III—In this course the history of English literature is taken up five hours each week during the entire year. It comprises a general view of English literature—a course designed as a foundation for more careful and detailed study. The text used is Halleck's "History of English Literature," and various classics, which illustrate each period are considered. Baldwin and Paul's "English Poems" is used to supply a part of the material, and the remainder is covered by outside reading, consisting of four books each semester with outline work. Also in class one play of Shakespeare and one novel are carefully studied to afford a guide for the collateral reading. Weekly themes on subjects of every day interest, or fortnightly

themes based on the literature, are required throughout this year.

IV—Five hours of each week for the first semester are given to a careful consideration of the Shakespearean drama. This course includes a study of at least five plays with Woodbridge's "Drama: Its Law and Technique" as a guide. Four tragedies and one comedy comprise the class work, and collateral reading consists of eight Elizabethan plays, five by Shakespeare, and three by his most noted contemporaries. The only themes required in this year's work are critiques on subjects chosen from the plays read in class or collaterally

The second semester is devoted to a thorough study of the Essay and the Oration. Two-fifths of the time is given to the writing of orations and arguments, each member of the class being required to write two orations and two arguments of at least 1200 words each. The literature is selected from both English and American writers and includes Emerson's "American Scholar" and "Self Reliance," Burke's "Conciliation with America," Webster's "First Bunker Hill Oration," and Washington's "Farewell Address." A detailed outline of selections considered is prepared by each student. The outside reading comprises six or more essays and orations with outlines.

V—This course is designed to take up a thoughtful study of advanced rhetoric and composition and will be continued through the entire year, five hours each week being given to the work. Its aim is to develop a command of clear, serviceable English and to encourage individuality in each student. A consideration of the general principles which govern prose composition is followed by detailed study of narration, description, exposition, and argumentation. For illustrative material the work of the best modern authors is analyzed in class, and for application of the principles studied, bi-weekly themes of two or four hundred words and four long themes of one to two thousand words are written by each student and are carefully revised after personal conference with the instructor. The texts used are Baldwin's "Composition," Carpenter and Brewster's "Modern English Prose," and Perry's "Argumentation."

VI—This is a five hour course which includes a study of the development of American literature with especial reference to its relations to the political and social life of the nation. Extensive readings in the prose and poetry of the creative period, with frequent reports on assigned topics, are required. This course is designed to be of practical value to prospective teachers of literature. Lectures will be given on the principles of literary criticism and their application to masterpieces presented in High School work. Prerequisite, English II.

LATIN

Six courses in Latin are offered, each continuing throughout a year.

I—Beginning Latin. Drill in forms, vocabulary, and elementary principles of syntax. The Roman pronunciation is used.

II—Caesar with prose composition. The first four books of Caesar's Commentaries or an equivalent are read. Grammatical structure is emphasized. Attention is also paid to the historical and geographical setting of the matter studied.

III—Cicero with prose composition. The four Catilinarian orations, the Archias, and Manilian Law are read and made the basis for composition. The oration on the Manilian Law is carefully studied as a model of a perfectly constructed deliberative oration. Cicero as a statesman in relation to the life of his time is studied.

IV—Virgil. Mythology and literary workmanship receive attention in connection with the reading of the first six books of Virgil's great epic. A Senior review in composition is given during this year.

V—Livy, Cicero, Plautus and Terence. Books XXI and XXII, or selections from Books I, XXI and XXII, are read and in connection a brief study is made of the conflict for supremacy between Rome and Carthage. Cicero's relation to his time as both philosopher and statesman receives attention in connection with the reading of the *De Senectute* and the *De Amicitia*. The *Captivi* of Plautus and the *Phormio* of Terence are read as examples of Roman comedy.

VI—Horace. Selections from the Odes, Satires, and Epistles. A history of Roman literature with representative selections.

MODERN LANGUAGES

German

I—The work during the first year comprises a study of nouns, adjectives, prepositions, verbs, pronouns, conjunctions, and elements of syntax. Short stories are read and poetry is committed to memory. The students are drilled in composition and conversation.

Grammar: Essentials of German (Vos).

Composition: Composition with Grammar.

Reading: Selections from Guerber, Spyri, and Storm.

II—The aim during the first two years is to enable the student to carry on a simple conversation easily, write letters in easy prose and read ordinary German intelligently.

Grammar: Reviewed and completed.

Composition: Bernhardt.

Reading: Wilhelm Tell, and stories selected from Zschokke, Storm, Hillern, and Heyse. Sight translations from various authors.

Extracts from famous authors are memorized.

III—During the third year a general review of grammar is given. Also special study of syntax, composition, and memory work is continued. Letter writing is introduced.

Composition: Wenkebach, Vos, and Pope.

Reading: Some of the following: Karl Heinrich, Die Jungfrau von Orleans, Maria Stuart, Die Journalisten, Undine, Aus dem Mittelalter, Mina von Bernhelm, Der Schwiegersohn.

IV—Goethe, Schiller, Lessing. Life and works.

Some of the following are read: Hermann und Dorothea, Wallenstein, Nathan der Weise, Egmont, Der dreissigjaehrige Krieg, Dichtung und Wahrheit, Goetz von Berlichingen, Iphigenia, Buchheim's Lyrik, Buchheim's Balladen, Lichtenstein.

Composition: Letter writing; committed production.

V—Goethe's Faust, Oehlenschlaeger's Correggio, modern fiction.

French

The plan of work in the French is similar to that in the German.

I—Grammar: Fraser and Squair.

Prose Composition: Francois, Part I.

Reading: *La Tache du petit Pierre*, *Abbe Constantin*, *Le Voyage de Monsieur Perrichon*.

II—Grammar: Fraser and Squair.

Prose Composition: Francois, *Advanced Composition*; *Abbe Constantin*.

Reading: Prepared and sight reading.

Texts are selected from the following: *La Tulipe Noire*, *La petite Fadette*, *La Mare au Diable*, *Histoire d'un Homme du Peuple*, *La Prise de la Bastille*, *Une Semaine a Paris*, *Le Monde on l'on s'ennuie*.

III—Grammar: Bruce.

Prose Composition: *Le Siege de Paris*, letter writing.

Reading: Prepared and sight reading taken from the following texts: *Le Siege de Paris*, *La Princess de Cleves*, *Mme. de La Fayette*, *Le Philosophe sous les Toits*, *Les Precieuses Ridicules*, *Les trois Mousquetaires*, *Jacques*.

IV—History of the development of the French drama. Selections are read from works of Corneille, Racine, Moliere.

History of the development of the novel of the seventeenth, eighteenth and nineteenth centuries. Selections are made from the works of Rousseau, Voltaire, *Mme. de Stael*, Victor Hugo, Alfred de Vigny, and Anatole France. Study of French life, art, and institutions.

MANUAL AND INDUSTRIAL ARTS

The department of manual and industrial arts gives instruction in manual training, drawing, designing, and painting to students of the Normal school; instruction in shopwork, drawing, and designing to young men who desire responsible positions in industries where both the theory and the practice of the mechanic arts are required; instruction in special industrial courses to young men who are unable to take the full mechanic arts course, but desire practical training in the vari-

ous trades; and instruction to students preparing to teach the manual and industrial arts.

Equipment—The first floor of the mechanic arts building contains shops for woodwork, pattern making, metal work, machine work, forge work, foundry work, and a locker and wash room. The second floor contains a drafting room, a display room, a demonstrating room, and a gymnasium.

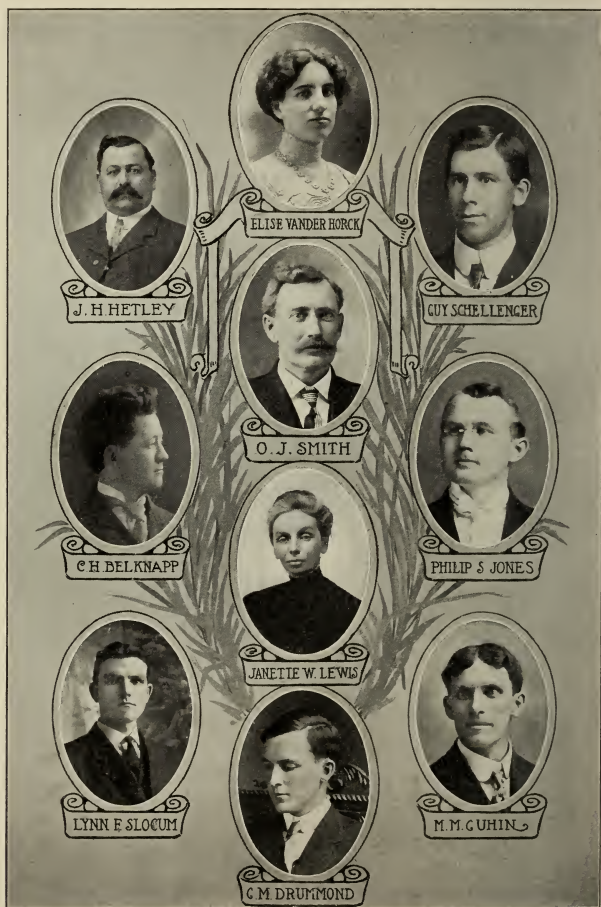
The woodworking shop is equipped with a power grindstone, a thirty inch band saw machine, a combination rip and crosscut saw machine with a horizontal boring attachment, a hand planer, a twenty inch swing pattern making lathe, five ten inch swing pattern making lathes, and twenty-five benches supplied with individual tools. Connected with this shop are a lumber room, a room for unfinished work, and a tool room well equipped with general tools. Power for this shop is furnished by a ten horse power electric motor.

The metal working and machine shop contains three ten inch swing hand lathes, one twelve inch swing lathe with taper attachment, two twelve inch swing quick change engine lathes, two fourteen inch swing quick change engine lathes, two ten inch swing engine lathes, one sensitive drill press, one fourteen inch drill press with automatic feed, one universal milling machine, one universal cutter and tool grinding machine, one wet grinder, a power hack saw, a shaper, benches and vises for hand work, and drawers for individual tools. The tool room connected with this shop is fully supplied with all necessary measuring, marking and machine attachments, and with numerous small tools. Power is furnished by a ten horse power electric motor.

The forge shop is equipped with twenty Buffalo down draught forges, a portable forge, bar shears for cutting stock, a power hammer, a post drill, an emery grinder, anvils, vises, benches, swing and hand hammers, fullers, swages, punches, chisels, tongs, and all tools needed in general forging. The blast is supplied by a twenty-four inch blower and an exhaust drawn by a sixty inch steel fan. Power for these is supplied by a twenty-five horse power electric motor. This shop is also equipped with a shoeing floor and tools for practical horse-shoeing.



Group of Institute and Summer School Instructors



County Superintendents Co-operating in Joint Institute at N. N. I. S.

The foundry is supplied with a twenty inch cupola, a core oven, moulders, benches, and the necessary riddles, rammers, slicks, shovels, trowels, and the like. The blast for the cupola is furnished by an eighteen inch fan driven by a five horse power electric motor.

The demonstrating room on the second floor is equipped for demonstration work and also for classes in manual training and applied design. The equipment consists of benches, vises, and small tools for work in leather, art-crafts metal work, applied design, and elementary manual training.

The drafting room on the second floor is large and well lighted. It is equipped with drawing tables, cases, instruments, drawing boards, paper cutter, and a printing outfit.

Woodwork—The work during the first semester is designed to give thorough training in the adjustment, use, sharpening and care of the ordinary bench tools. The exercises include instruction in squaring, gaging, sawing, boring, planing, chiseling, modeling, carving, fitting, gluing, sandpapering, and finishing in the construction of articles useful for the school or for the home. During the second semester in addition to the use of bench tools, instruction is given in the use, care and adjustment of woodworking machinery. The work includes projects for the school such as work benches and drawing tables. During the latter part of the course the students are given an opportunity to construct pieces of furniture such as tables and chairs from working drawings made by themselves in the drawing class. Throughout the course one class period a week is devoted to the study of such topics as bench tools; woodworking machinery; timber, including growth, milling, uses, strength, method of finishing, etc.; the carpenter's square; and kindred subjects.

Elementary Woodwork is planned to prepare the student to handle the woodwork classes of the sixth, seventh, and eighth grades and includes the making of a series of projects and the proper methods of presentation.

Cabinet Making—This course is for advanced students who have completed first year woodwork or an equivalent and includes instruction in furniture design, proper methods of fin-

ishing the different kinds of wood used for furniture, and interior woodwork, upholstery, caning, wood carving, adjustment, sharpening, and use of woodworking machinery, saw filing, apparatus making, and the construction of wooden furniture, having as its leading characteristics simplicity, durability, beauty, and usefulness.

Joinery—The work is a Normal course planned for the first year of High School and includes a series of joints that are necessary in carpentry and furniture construction.

Wood Turning—The work in wood turning includes instruction and practice in the use of the wood lathe in practical turning between centers, chuck and ornamental turning and careful training in the use of turning tools such as gages, skew chisels, nosing tools, parting tools, calipers, and dividers. Particular attention is given to beauty of outline, exactness in size and finish of work.

Pattern Making—Practice is given in the use of general woodworking machinery, such as the hand planers, circular and band saws, boring machine, wood lathe, and bench tools, and in the preparation, cutting, and gluing of stock used in the making of patterns and the necessary core boxes of pipe fitting, pulleys, machine parts, and in the making of patterns for machines needed in the shops.

Carpentry—This course is designed to give practical training in modern carpentry work. It includes instruction in the use of carpenter tools and woodworking machinery; practical examples of general framing, roofing, formation of cornices, shingling, flooring, rafter cutting, setting window frames, stairbuilding, and estimates of buildings.

Metal Work—This work includes the use of bench tools, the hand lathe, drill press, metal saw, grinder, and the forge in the construction of projects such as tool makers' clamps, calipers, dividers, plumb bobs, scribers, combination levels, punches, chisels, hammers, etc. The making of these articles involves such processes as chipping, filing, turning, sawing, grinding, polishing, riveting, threading and forging, and includes work in cast iron, machine steel, tool steel, and brass. This course is a preliminary to the regular machine shop course.

Forging—Instruction is given in the building and care of fires; the use and adjustment of tools; the study of materials worked, and explanation of the proper methods of treatment; practice in drawing out, upsetting, bending, twisting, forming, fullering, sawing, punching and welding, including methods of scarfing for the various welds. The exercises include simple forging, chain making, hooks, bolts, and general forge work; working steel in tool making; hardening and tempering; annealing.

In order to gain a broader knowledge of the metals than can be acquired at the forge a study of the composition, uses, and method of manufacturing will be taken up from time to time

Blacksmithing—Besides the regular work at the forge a course in practical horseshoeing will be given. For the present, a portion of the time will be spent in theory work, studying the horse's hoof, as to shape, possible defects, and proper construction and type of shoe. Visits to commercial shops will be made for the purpose of observing, practicing and studying the concrete problem.

Foundry Practice—This course includes instruction and practice in charging the cupola furnace, pouring off heats, tempering the sand, moulding in green sand and loam; and core-making. Some of the patterns made in the shops are used and the product from the foundry is worked up in the machine shop. Visits are made to local foundries for study of practical shop methods.

Machine Shop Practice—The work includes bench and machine practice. Beginning with the care and use of the tool with which he is to work, the student is carried through the various operations of machine shop practice. The course consists largely of exercises, in the beginning, designed so as to teach the student a variety of tool operations, and the manipulation of the machines for the different kinds of work. The exercises are chipping, filing, centering, squaring, straight, taper and ornamental turning, outside and inside thread cutting, shaper work, and the use of the milling machine in cut-

ting bolt heads, gears, etc. The last part of the course is given to tool making, as taps, dies, reamers, cutters, etc.

Machine Construction—In this course the student is given practical training in working out machine parts, and in assembling, erecting, finishing, and adjusting complete machines. The repairing and adjusting of the machinery of the shops is a part of the work of this course.

Since several of the courses given in the catalogue include machine shop practice, the work in the shop will be so arranged as to meet the requirements of each course, where this adjustment is possible.

Much of the knowledge the student should acquire cannot be gained from the shop alone so to fill in this gap machine shop theory constitutes a regular part of this course.

Farm Engineering—The purpose of this course is to study the different types of farm machinery with a view of keeping them in repair. Special attention will be given to gasoline engines, both stationary and traction, with regard to construction, care and operation.

Teachers' Manual Training—This course is planned primarily for teachers. The aim will be to present the essentials of several handicrafts which may be taught in the elementary schools without special equipment. It includes sand table projects, clay-modeling, textiles, basketry, raffia work, paper and cardboard construction, wood-block printing, stenciling, metal work, leather tooling, elementary book binding, knife work in wood, and the use of native material such as corn husks, grasses, and wild grape vines. Drawing is emphasized and many original designs are required. One class period each week is devoted to the history, literature, and organization of manual training.

Organization of Manual Training—This includes the history of the development of manual training in the United States and in foreign countries; a study of equipment, the planning of a shop, making drawings showing the arrangement of rooms, placing of equipment and estimates of cost; and the planning of courses of study for the elementary and secondary schools.

Freehand Drawing—The object of this subject is to train the hand and eye to act in unison, to develop and sharpen the faculty of observation, and to give the student work of a practical nature that will be useful to him in his shop practice. The course includes a study of perspective principles as found in geometric solids and simple machine parts, orthographic projection to enable the student to read blue prints and make working drawings for his projects in woodwork; furniture design, including general lines, proportions, construction, and decorative features; nature drawing, landscape composition and design. The mediums used are pencil, pen, brush, ink, and water colors.

Mechanical Drawing I and II—The work includes the use and care of instruments, geometric drawing, conic sections; orthographic, isometric, and cabinet projection; developments; intersections; working drawings; tracing and blue printing; spirals; helices; screw-threads; bolt heads; and working drawings of machinery.

Architectural Drawing—This course consists of instrumental and freehand drawing, plans, elevations and details of frame, brick, stone, and cement construction; freehand and instrumental perspective; specifications; tracing and blue printing. Visits are made to buildings during their erection to study methods of construction.

Design—This course includes training in the general principles of design, color harmony, and applied design. These principles are illustrated by exercises in design, including drawings for wall-papers, book covers, stencils, wood-block printing, stained glass, pottery, leather work, metal work, furniture, etc. As a part of this course instruction is given in hammered, raised, and chased metal work, leather tooling, and other art-crafts.

Architectural Design—Lectures and exercises are given upon the forms and proportions of the Greek and Roman orders, studies of doors, windows, balustrades, vaults, arches, and domes drawn in plans, elevation, section and perspective, are followed by advanced problems in architectural design.

Machine Drawing—The work comprises instruction and practice in freehand technical sketches of machine parts and complete machines. Practical application of the principles of projection are obtained by making working detail and assembly drawings of machinery from measurements, from technical sketches, and from blue prints.

Machine Design—The work covers the principles of mechanism, including a study of mechanical movements, problems on gear wheels, cams, belts, screws, parallel motions and quick-return movements.

Interior Decoration—This course includes the study of the principles of design, particular attention being given to the planning of color schemes for walls, draperies, woodwork, etc., and to the materials used in tinting, stenciling and staining.

Furniture Design—A survey is made of the development of the historic styles of furniture, the work then taking the form of a study of design as applied to general cabinet work and falling under the following heads:

1. General lines and proportions, as determined by the purpose.
2. Constructional features, methods of joining, etc.
3. Proper uses and limitations of materials.
4. Decorative features.

Perspective—The subjects considered are the general theory of conical projections and its application to perspective drawing, methods of direct division, direct measurement, relation between lines and points in the perspective projection, methods of perspective plan, curves, shadows, and apparent distortion.

Literature of Manual Training—Literature pertaining to the various phases of manual training and industrial work is carefully studied and the student becomes familiar with the methods advocated by noted teachers and follows the new theories advanced. Written and oral reviews of books and magazine articles are required.

History of Architecture—The work is pursued by means of lectures, and by reports from the students upon assigned topics. The reports are illustrated by drawings and sketches.

Construction and Strength of Materials—The course consists of a study of materials and processes employed in ordinary building operations; strength of materials, stresses and strains in beams, girders, columns, roof trusses, etc.

Masonry—This course is planned for the short course students and will include the study of the fundamental principles of brick and concrete construction, and shop practice in brick laying and concrete work.

HOUSEHOLD ARTS

The course in household arts aims to make the student familiar with the best and most economical methods of home making and housekeeping and trains students to teach household arts.

The course of study includes cookery, advanced cookery and serving, dietetics and invalid cookery, sewing and drafting, dressmaking, art needle work and textiles, physiology and home nursing, household management, organization and equipment, art decoration, food study, general science, observation and practice teaching, and professional subjects.

Cookery—This course includes lectures and laboratory practice in the care of the kitchen and its furnishings; the principles of cookery; the selection and combination of foods for the body; food production and manufacture; and the preservation of foods.

Advanced Cookery and Table Service—This course provides for the planning of menus and the preparation of meals to be served by the members of the class; in table service, the intelligent buying of glass, china, and linen is considered; the laying of the table including decorations; serving of breakfasts, dinners, luncheons and teas; suitable dress; and the care of the dining room and pantry.

Dietetics and Invalid Cookery—Dietetics is studied in order to understand the relation of food to the body in health and disease and to teach the scientific principles underlying food preparation and their practical application to the needs of the body. Diets for different diseases are studied, also the feeding of infants and young children. In invalid cookery the principles of dietetics are developed and the food values of ordi-

nary foods are determined. Elementary chemistry is a prerequisite to this course.

Sewing—This subject provides a practical course in the elementary phases of needle work, beginning with the simplest forms and leading to the making of appropriate wearing apparel. The work of the first semester includes the use and application of the eighteen primary stitches employed in hand-work and implements necessary for sewing.

Drafting—The Snow system of cutting and drafting is used; a suit of undergarments and a wash dress are made. The student is taught the use and care of the sewing machine.

Dressmaking—The purpose of this course is to teach the art of dressmaking. This includes the drafting and designing of patterns, also the cutting and making of dresses. The use of copyrighted patterns is considered.

Art Needle Work—It is planned to give a knowledge of design and its application, also to give skill in fine needle work in the making of garments and household furnishings. The following lines of work are taught: Design as applied to material and its adaptation to particular kinds of needle work; and needle work stitches, as hemstitching, fancy darning, applique, cross stitching, scallops and dots, eyelet embroidery, French embroidery, drawn work and crocheting.

Textiles—In this course provision is made for a study of the development of industries pertaining to the domestic art; viz., weaving, spinning and a closer study of the four textile fabrics—cotton, wool, flax and silk. This study includes a discussion of fibers; methods of manufacturing; the processes of weaving, and dyeing; and selection of materials according to their wearing qualities and suitability for garments.

Physiology—The purpose of this course is to teach the functions of the various organs of the human body with special reference to the physiology of nutrition and the maintenance of a healthy organism.

Home Nursing—In this course, the students are taught the home care of the sick; the location and care of the sick room; what to do in case of accident until the doctor comes and how to assist him, and the uses of a few simple remedies.

Household Management—Under this head various topics are considered, as house sanitation, cleaning and cleaning agents, care of materials, relation of income to expenditure, the systematic arrangement of household duties, and business methods.

Organization and Equipment—This course has as its aim the working out of the relation of the domestic science subjects to the home, the organization of a course of study, and a careful consideration of equipment.

Art Decoration—The principles of art are applied to the home in its furnishings and decorations. Convenient house plans and the arrangement of the kitchen to the rest of the house will be considered. Each student is required to plan a house, to prepare a chart showing the color scheme, and to list the materials needed for its proper furnishing.

Food Study—The design of this course is to give a knowledge of the food stuffs and to show how dietary conditions may be improved. This leads to intelligent selection, combination and preparation of foods and to a thorough understanding of physiological requirements of food in the body.

Sanitary Science—A Brief study of this important subject is provided in connection with the Agricultural-Normal course.

Cooking Uniform—Each student is required to wear when cooking in the kitchen, a perfectly plain, white or light percale shirt waist with long sleeves, linen collar, and a small black tie, and must provide a large apron (style 8948 of the Butterick Patterns) and at least two holders and hand towels about eighteen inches square.

INSTRUMENTAL AND VOCAL MUSIC

The school offers special instruction in piano and voice culture and in wind and stringed instruments. The pianoforte course is as follows:

I—Foundation work in technique; Kohler, op. 300; Loeschhorn, op. 68; Duvernoy's Mechanism; Kuhlman's Sonatinas, Vols. I and II; all major scales; pieces by standard composers.

II—Major and minor scales; arpeggios; Heller, op. 47; Czerny, op. 636; Lemoine, op. 137; easy sonatas; pieces by standard composers.

III—Scales and arpeggios in various forms; Czerny, 40 daily etudes; Loeschhorn's velocity etudes, op. 136; Heller, op. 45 or 46; Czerny's octave studies; sonatas; standard solos; ensemble playing.

IV—Cramer studies (Bulow ed. with Parker's notations); Kullak octave studies; Clementi-Tausing studies; Moscheles, op. 70; Bach inventions; sonatas and compositions of Mozart, Beethoven, Mendelssohn, Schubert, Chopin, and others; ensemble playing.

In the vocal department especial attention is given to voice placing, tone production, interpretation, phrasing, and enunciation. A thorough and systematic study of vocalises and etudes by Nava, Concone, Garcia, Marchesi, and Bordogni is supplemented by songs of the best composers.

Sight Singing—It is the purpose of this school to give each student an opportunity to acquire sufficient technical knowledge to read all ordinary music at sight. Each class receives thorough drill in theory, sight-singing and ear training, followed by melody writing, harmony, musical history, and the best methods of presenting music to all grades. The chorus period is always of special interest to each student, as the class is composed of the entire school, its object being to study four part music and compositions of our best song writers.

The following musical organizations are maintained: The Normal Musical Society, the Male Quartette, and the Orchestra. A student's concert is given each year.

Seven pianos are included in the equipment of the music department and students are privileged to rent them for practice.

The various musical organizations assist in furnishing music for the school programs.

DRAWING

Instruction in art is considered of the highest importance by all progressive educators. It is important because it involves free, spontaneous expression through which the child's faculties are developed in a natural way. Art education sharpens the faculty of observation, stimulates the imagination, and increases the power of creation.

Considering the foregoing facts the work will be extended during the coming year. Two courses are offered, one for Normal students meeting the requirement for the state certificate, the other an elective open to all students of the school who wish special training in drawing and painting.

Normal Drawing—The Normal art work aims first to develop technique, that is, the ability to express one's self with facility in various media such as pencil, charcoal, crayon, water color and clay; second, to cultivate taste, the appreciation of works of art, through a study of form, color, composition and design; and third, to prepare students for the teaching of drawing in rural and city schools, through a study of methods of presentation.

The scope of the work includes representation, construction and decoration. Under representation training is given in drawing and painting of still life groups, such as plants, flowers, fruits and vegetables, vases and books; of life and action as the illustration of sports, games and all other activities; and of landscape, considering perspective, arrangement, or composition, season of the year, and time of day. A study is also made of the theory of color, as applied to the use of pigments.

Under construction and decoration, work is taken up which involves the application of the principles of design to problems in weaving and basketry, paper and cardboard, stenciling, block printing, leather and metal work. Some instruction is given in mechanical drawing, enabling Normal graduates to teach simple working drawings in the grades.

During the coming year students will have the opportunity of doing practice teaching of art work in the Training School. This will be under the direct supervision of the special art teacher.

Drawing and Painting—The purpose and scope of the elective course, though much the same as the Normal course, will differ in that the professional side will be eliminated, more emphasis being placed upon the academic, that is, work in drawing, painting and design, for those wishing to study art for pleasure or profit.

READING AND PUBLIC SPEAKING

The work of the reading and public speaking classes furnishes such instruction as will enable the student to intelligently interpret the printed page. The chief aim is to cultivate attention, awaken the finer instincts, stimulate imaginative thinking, and develop an appreciation of the beautiful in literature and life. Text books used are the "Evolution of Expression" series and the "Essentials of Teaching Reading."

GYMNASTICS

The Swedish system of gymnastics is used and the exercises are intended to develop beauty of form, and to produce health and strength, and grace of body. The work will embrace free gymnastics, apparatus work, instruction in walking and standing, dumb-bells, Indian clubs, games, basketball and baseball.

Every girl in the Normal is required to take the work unless specially excused.

The students are marked upon the basis of attendance, effort and knowledge of the work given, and a passing grade is necessary for graduation.

Regulation gymnasium suit and shoes are required of all students.

BUSINESS DEPARTMENT

Our Aim—In maintaining a Business department the Normal is following a precedent which has been set by many of the leading schools in the country. Many of our larger cities have in the last few years established commercial high schools in recognition of the great and rapidly increasing demand for men and women with such a knowledge of modern methods of doing business as will enable them to hold responsible positions as bookkeepers, clerks or stenographers, or to assume the management of a business of their own. It is the experience of most business men that while it is very easy to secure stenographers who possess the requisite speed, it is an exceedingly difficult matter to obtain stenographers who combine this qualification with a thorough knowledge of English composition, and with such a general academic education as fits them to fill any positions but those demanding ordinary routine work.

It is the purpose of the Normal to admit to the Business department only such students as have a good grounding in the common branches. It is hoped that this department will prove especially attractive to students who have completed the course in some of our numerous high schools. The demand for competent stenographers and typists, as well as for bookkeepers who have had the equivalent of good high school training is far in excess of the supply.

Facilities—We believe that the facilities at the Normal for acquiring a thorough knowledge of commercial subjects are equal to those offered in the best schools of the country. In selecting teachers the Normal has sought to secure those having a thorough and practical knowledge of the subjects to be taught and possessing teaching and executive ability.

Mr. W. M. Oates, secretary of the Normal, is director of the Business department. For some years he was registrar of the University of North Dakota, and later principal of the Aberdeen Business College. He is a graduate of the Gregg School, Chicago, and in addition to his business experience has spent six years in teaching.

In the large addition to the Central building which will be constructed during the summer of 1912, commodious quarters will be reserved for the Business department. These rooms will be specially arranged and furnished so as to best meet the needs of the commercial work. In bookkeeping each student will have his own desk and plenty of room to work with the large number of books and papers needed in this course. The typewriting room is supplied with a number of machines of the best standard makes. A well selected library of reference books on the subjects of general accounting, banking, business law, commercial geography, etc., is at the service of students.

Bookkeeping—This course is designed to prepare for a business career. Our method of teaching is a happy combination of theory and practice, and the work is so real and fascinating that the student is interested from the start. The directions are clear and to the point. In the first part of the work the instructions are made out in full and all the student has to do is to follow the guide, thus avoiding the difficulties which so

often discourage the beginner. Later on in the course he is thrown upon his own responsibility and proceeds by easy stages from the simple to the complex until he has mastered the most difficult principles of bookkeeping.

Gregg Shorthand—If one is planning to study the subject of shorthand, too much serious thought cannot be given to the question of which system to take up. Gregg shorthand is easier to learn than the Pittman or Graham systems, which fill text books three times as large as the Gregg text. The same movement is used in making the characters as is used in the Palmer method of writing. No vertical or shaded strokes are used, thus making it easy to read. Consonants and vowels are joined with an easy, continuous movement, and their free use enables you to read your writing much more readily than you can any other system. Gregg shorthand is easy to write, easy to read, and easy to master. The shorthand profession is a wide and ever enlarging field of activity for young men and women, and anyone proficient in this subject may feel sure of a good position.

Typewriting—The touch system is taught for two hours each day throughout the year. Graded exercises designed to aid the student in learning the key-board precede letters, law forms, and practice for speed. The student is early taught the proper care of the machine. Transcript work from shorthand notes is taken up after the student has learned the keyboard.

Penmanship—Good penmanship is the key that opens the door to success more often than any other accomplishment. Other things being equal, the best penman will get the position. We teach the Palmer muscular movement method, which is a rapid, easily executed system of business writing.

Spelling—Much attention is given to this important subject. Lists of words are studied as to meaning, syllabication and pronunciation. A thorough drill in correct spelling accompanies the proper use of words in sentences and paragraphs.

Demand for Commercial Teachers—In the educational world the tendency of the times is to establish commercial courses in private and high schools, and even in grade schools, and the teacher who is qualified to instruct students in these courses

will receive the preference. It is almost unnecessary to speak of the advantages of being prepared to answer a call to this line of work. The manager of one of the leading teachers' agencies of the country had this to say not long ago: "For a considerable time our list has been unable to supply the calls we have received for teachers of commercial branches, although the calls have been for teachers at considerably higher salaries than is ordinarily paid for other lines of work. The demand for teachers of commercial branches who have had good educational advantages exceeds the supply very greatly. In our judgment the opportunities and salaries for teachers in commercial work are exceedingly attractive."

It is especially fitting that teachers' training work in commercial subjects should be offered at the Northern Normal and Industrial School, where the spirit of teaching is in the air. It is imperative that we supply some of the calls that come to us for teachers qualified to give instruction in commercial subjects, and we hope that many will enroll for this work.

Special Advantages—Students taking the Business course at the Northern Normal and Industrial School enjoy many advantages which are not found elsewhere. Among these the following may be especially noted:

1. Students may pursue work in any of the other departments of the Normal without extra cost. Many of our students take one or more courses in the following: Music, Elocution, Drawing (freehand and mechanical), Shop Work, Languages, Literature, History, Sciences, Mathematics, etc. They have the advantage of instruction under skilled specialists in these various lines.

2. Young people gain much by association with our large body of students and enjoy the benefits of school life in a large institution. The regular rhetorical exercises and debates, the daily chapel exercises at which prominent speakers address the students, and the many social and athletic events offer opportunity for "all-around" development. The school maintains a lecture course each year and tickets may be secured at very reasonable rates.

3. The Normal library is at the disposal of commercial students. Its large reading room and well filled shelves and files are open to these students at all hours of the day.

4. The school is in a position to be of great service to young people seeking employment in the business world. We receive numerous calls from various industrial institutions for young men and women to take positions of responsibility and trust. We take a deep interest in the welfare of our graduates and help them in every way possible.



The Boys' Basket Ball Team



The Mechanic Arts Building

List of Students

In Attendance During the Year 1911-1912

SENIOR CLASS

Advanced Normal Course

Allen, Bernice Fay	Nevada, Iowa
Anderson, Bertha Lena	Harlan, Iowa
Bengtsson, Lilly Matilda	Hecla
Brady, Neva Bess	Aberdeen
Curry, Julia Elizabeth	Elk Point
Drum, Florence	Aberdeen
Fuller, Emma	Gary
Griggs, Charlotte Rosetta.....	Groton
Hay, Grace Sophie	Aberdeen
Heffernan, Alice Margaret	Big Stone City
Hughes, Elizabeth	Selby
Humphries, Pattie Eunice	Morristown
Hutsinpillar, Mary	Oakes, N. Dak
Kittelson, Cora Jeannette	Aberdeen
Krieter, Mildred	Webster
McGuire, Eldora Fleuronge.....	Aberdeen
McKinnon, Margaret Carruthers	Glenham
Nicholson, Beatrice Louise	Aberdeen, R. F. D.
Ruden, Gilbert Ingvald	Norden
Wilson, Mary Katherine	Aurora
Woodman, Lillian Irene	Aberdeen

Industrial-Normal Course

Burns, Edward Leo	Aberdeen, R. F. D.
Burns, Peter Sylvester	Aberdeen, R. F. D.
Kimball, Charles Harold	Aberdeen
Pierson, Joe	Aberdeen
Price, Joseph Aden	Aberdeen

Household Arts-Normal Course

Barden, Ruth Crellin	Aberdeen
Bottum, Emily	Faultkton
Larson, Anna Lisabell	Hendricks, Minn.
Sheehan, Irene Genevieve	Aberdeen
Wolcott, Hazel Gertrude	Sparta, Wis.

Academic Course

Balster, Verne Henry	Lost Nation, Iowa
Batesole, Glen Lyman	Aberdeen
Johnson, Willis Leslie	Aberdeen

Mason, Alice Bryden	Aberdeen
Olander, Emil Theodore	Aberdeen
Poore, Pearl Marie	Bird Island, Minn.

JUNIOR CLASS

*Anderson, Blossom Pearl	Edgeley, N. Dak.
*Anderson, Lelia Grace	Edgeley, N. Dak.
*Ayer, Dorothy Douglas	Vermillion
Bacheller, Elwin Paul	Aberdeen
Bacheller, Harold Irving	Aberdeen
Beach, Florence Mildred	Aberdeen
*Bean, Esther Margaret	Bath
*Beckwith, Emma Marie	Pierre
*Benedict, Lillian Cornelia	Milbank
*Bowman, Bessie Almyra	Aberdeen
Braun, Mayre Matilda	Mellette
*Briscoe, Laura Cecelia	Gettysburg
*Brown, Olive	Aberdeen
Byrne, Mary Josephine	Sioux City, Iowa
*Chapin, Lois Irene	Winfred
*Christensen, Sophia Torenna	Milbank
Coleman, Esther	Aberdeen
*Conley, Grace Irene	Revillo
Crandall, Dorothy Abbie	Aberdeen
*Crumb, Jesephine Loretta	Walworth, Wis.
*Curtis, Augusta Bessie	Britton
Davies, Jeanette	Aberdeen
*Determann, Esther Eva	Beresford
Draeger, Henry Herman	James
*Dunsdon, Stella Luella	Edgeley, N. Dak.
*Dye, Grace Darling	Richards
*Dye, Pearl Anna	Richards
Edmunds, Wade Melvin	Aberdeen
*Gaines, Hattie	Beresford
*Greening, Elsie Corrinne	Milbank
Grovum, Cora Hannah	Volga
*Gullickson, Viola Henrietta	Claremont
*Guthrie, Vera Belle	Andover
Haddow, Helen Grace	Sparta, Wis.
*Hargrave, Alpha Myrl	Hankinson, N. Dak.
*Hasvold, Huldah	Flandreau
Hedger, Maude Irene	Aberdeen
Hundstad, Carl Edwin	Bath
Huntington, Margaret Alice	Aberdeen, R. F. D.
Jackson, Genevieve Anne	Aberdeen

*Candidate for First Grade Teacher's Certificate.

*Jilek, Anna Mouri	Mound City
Jones, Ralph O.	Spain
Jordan, Henry William	Minneapolis, Minn.
Kiplinger, Sarah Mildred	Gettysburg
Lane, Lillian Elizabeth	Elk Point
*Lathrop, Myrtle Bell	Aberdeen
Lenz, Cecelia Anna	Conde
*Little, Mabel A.	Bath
Lockington, Dorothy Mary	Aberdeen
*Lyle, Alice Teresa	Akron, Iowa
McMasters, Marguerette Lulu	Aberdeen
*Martin, Autie Harrison	Goreville, Ill.
*Meslo, Calma Grace	Yankton
*Mickelson, Lilah Belle	Selby
*Minard, Mildred	Aberdeen
*Mulhern, Virginia A.	Aberdeen
*Nepруд, Mabel	Flandreau
Noonan, John Joseph	Frankfort
*Nyberg, Helfrid Alida	Yankton
*O'Donnell, Jane	Aberdeen
*Ottum, Hattie Gunhilda	Pierpont
*Overby, May Frances	Mellette
Paschen, William Harvey	Princeton, Ill.
*Peterson, Edward Clarence	Ipswich
Pettingill, Blanche Edna	Frederick
Quinn, Mary Elizabeth	Flandreau
*Ramsdell, Laura Leone	Faulkton
Regan, Francis Martin	Aberdeen
*Riley, Ella Evelyn	Beresford
*Riley, Stella Mildred	Milbank
*Ronayne, Mary Josephine	Aberdeen
Schwartz, Mayme Adalene	Royalton, Minn.
Shumway, Olive Fay	Aberdeen
*Slocum, Gladys May	Ipswich
Smith, Will Kingsley	Aberdeen
*Snyder, Julia Margaret	Mellette
Stanton, Frank Louis	Oakes, N. Dak.
*Sueltz, Alma Marie	Groton
*Svendsen, Elsinore Johanne	St. Paul, Minn.
*Toomey, Margaret Gertrude	Beresford
Vetter, Ursula Elizabeth	Aberdeen
Wasson, Grace Eliza	Marshall, Minn.
*White, Amy Irene	Edgeley, N. Dak.

*Candidate for First Grade Teacher's Certificate.

FOURTH YEAR STUDENTS

*Allen, Martha Matilda	Ipswich
Andersen, Adelene Ingeborg	Aberdeen
Brooks, Raymond	Mansfield
*Cole, Mary Jeanette	Aberdeen
*Freeland, Myrtle Edith	Claremont
*Gannaway, Ruth Mary	Chamberlain
*Granger, Ethel Christina	Aberdeen
*Hurley, Alice Kathryn	Lennox
*Klabunde, Nettie	Groton
*Lane, Madge Johnson	Leola
*Larson, Mabel Louise	Warner
Lohr, Hazel Laura	Estelline
*Mikkleson, Emma Christina	Lebanon
*Quam, Norman	Mansfield
Rhodes, Francis Darlington	Bowdle
Ronayne, John Robert	Aberdeen
Seaman, Charles Leigh	Warner
Smith, Pearl Eliza	Florence
*Sueltz, Sophia Amelia	Groton
*Swartz, Mary Viola	Weldon, Iowa
Sweet, Eugene	Aberdeen
Swift, Martin	Cresbard
*Tidrick, Eugenia Love	Chamberlain
Tillotson, Lucius Edward	Lemmon
*Vaaler, Rosa Marie	Aberdeen
*Vik, Belinda Olive	Aberdeen
Wanvig, Olive Ethel	Edgeley, N. Dak.

THIRD YEAR STUDENTS

Andree, John Albert	Aberdeen
Augustine, Sister M.	Aberdeen
Bacheller, Constance Amande	Aberdeen
Barrett, George Patrick	Broadview, Mont.
Benjamin, Horace Hanton	Frederick
Bohle, George Jerome	Artas
Brancel, Lowry Leroy	Aberdeen
Cate, Margie May	Warner
Cate, Walter Chester	Warner
†Conway, Verna Constance	Orient
Daly, Georgiana	Columbia
Deffebach, Harry Waples	Hettinger, N. Dak.
Delzer, William	Ashley, N. Dak.
Dent, Donald	Aberdeen

*Candidate for First Grade Teacher's Certificate.

†Candidate for Second Grade Teacher's Certificate.

DeWitte, Burdette Dunn	Holabird
Foss, Thomas Watson	Milbank
Freeland, James Edward	Canton
Garman, Ralph Edison	Ferney
Gunung, Bernice	Warner
Granger, Oscar Sidney	Aberdeen
Gruse, Anna Emma	Corona
Guhin, George Joseph	Aberdeen
Heberer, John Adam	Groton
Johnson, Arthur Lee	Aberdeen
Jump, Mary Winifred	Aberdeen
Kepke, Irving	Groton
Larson, Alveda	Warner
Luck, Almata Anna	Watertown
McCormick, Alice	Egan
Miner, Edith Winnifred	International Falls, Minn.
Nesbitt, Bessie Edith	Mina
Neyhart, Ethel Mae	Gettysburg
Olander, Adolph Curtis	Aberdeen
Olmsted, Ralph Sheldon	Vienna
Peabody, Lorraine Mae	Amherst
Reilly, Katherine Jane	Orient
† Reynolds, Erma Marguerite	Aberdeen
Romans, Gertrude	Aberdeen
Schrandt, Cora	Chelsea
Silfen, William Arthur	Vale
Tiffany, Josephine Katherine	Aberdeen
Waurich, Gertrude Elsa	Reichenan, Germany

SECOND YEAR STUDENTS

Arndt, Fred Carl, Jr.	Leola
† Bohle, Louise	Artas
Burns, Lawrence Francis	Aberdeen
Christian, Edna Altha	Warner
Congdon, Marie Vinette	Forest City
Cory, Victor Alvin	Spearfish
Crawford, Leroy	Raymond, Kansas
Curry, Mary Elizabeth	Aberdeen, R. F. D.
Daly, Jeanette Magdalene	Columbia
Daulton, Thomas	Frederick
Dodd, Bonnie Claire	Doland
Downey, Earl Edward	Jackson, Minn.
† Drahn, Emma Alvina	Froelich, Iowa
Erbe, Elizabeth Mary	Ipswich

*Candidate for Second Grade Teachers' Certificate.

† Evans, Kathleen	Aberdeen
† Fisher, Grace Myrtle	Mansfield
Grantham, Durand McKinney	Aberdeen
Haire, Elinor Carolyn	Putney
Hanstrom, Charles Russell	Sauk Center, Minn.
† Harrington, Austa	Mansfield
Heberer, Edward Walter	Groton
Hohensee, William Herbert	Aberdeen
Hoilien, Robert	Aberdeen
Holmes, Ethel Mae	Mansfield
Huntington, Ernest Kyle	Aberdeen, R. F. D.
Kinnick, Forest Glenn	Dupree
Larson, Grace Ellen	Warner
Lindsey, Raymond George	Aberdeen, R. F. D.
McGowan, Helen Dale	McLaughlin
McKay, Cora Delia	Orient
† Morrison, Estella Josephine	South Shore
Nechas, Thomas Joseph	Lidgerwood, N. Dak.
Olson, Newton Clifford	Dallas
Price, Howard Scott	Aberdeen
Richardson, Mark	Aberdeen
Ryman, Laura	Aberdeen
† Schnittger, Frieda Mary	Mansfield
Stout, Roy	Eureka
Sunde, Clarence Henry	Sisseton
† Tesnes, Anna	Vernon
Troge, Ralph Ferdinando	Aberdeen
Voigt, Esther Martha	Aberdeen
Yeoman, Edward George	Hoven

FIRST YEAR STUDENTS

Arndt, Ida Louise	Leola
Arness, Carl Herman	Frederick
Aube, Charles Francis	Glenham
Bachelor, Robert Dale	Aberdeen
Bain, Jennie Vera	Conde
Barrett, Margaret Mary	Broadview, Mont.
Bartlett, Ola Belle	Aberdeen
Baukol, Hilda Marie	Roslyn
Becker, Muriel Emogene	Aberdeen
Bentz, Christian	Artas
Bergstrom, Frances Elvira	Buffalo
Bowden, Mildred Minnie	Cogswell, N. Dak.
Brudos, Edna Louise	Veblen

† Candidate for Second Grade Teacher's Certificate.

Burnham, Curtis Howard	Aberdeen
Buttrick, Ruth Jewel	Isabel
Carlson, Hilda Mollie (deceased)	Ortonville, Minn.
Chapman, Ella May	Aberdeen
Copenhaver, Vina Belle	Forbes, N. Dak.
Cure, Jessie Mae	Groton
Dahme, Laura Emma	Mina
Delker, Paulina Alice	Eureka
Donovan, Jerry Francis	Mitchell
Doolin, Anastasia Gertrude	Putney
Elsom, James Thomas	Britton
Foeth, Elizabeth Bernice	Aberdeen
Gerken, Gleva	Miranda
Gerken, Mary Emma	Miranda
Hardy, Genevieve Loretta	Greenville, Wis.
Harrison, Miriam	Dupree
Hite, Frances Elizabeth	Aberdeen
Hoilien, Kathleen Agnes	Aberdeen
Honegger, Violet Viola	Aberdeen
Humphries, Anna	Morristown
Hutchison, John Alvin	Scotland
Johnson, Ruth Ellen	Strandburg
Johnson, Stanley	Aberdeen
Jones, David John	Spain
Jones, Mabel	Spain
Jump, Alma Bissey	Aberdeen
Kindred, Emory Bennett	Wetonga
Kindschi, Alma	Aberdeen
Klueckmann, Arthur Albert August	Gale
Kuntz, William Frederick	Groton
Kutschke, William John	Leola
Larson, Clara Leonora	Warner
Leffingwell, Ruth Agnes	Summit
LeLacheur, Esther	Sisseton
Lundquist, Ellen Marie	Pioneer
McCarlson, Anna Sophia	Lynn
McCleary, Esther Orene	Aberdeen, R. F. D.
McGovern, Lenore Elizabeth	Aberdeen
McVeigh, Olive May	Britton
Maloney, Mary	Aberdeen
Martinie, John Wesley	Lincoln, Ill.
Moore, Helen Engh	Aberdeen
Morrow, Bernard Leo	Rudolph
Morrow, Lillian Frances	Rudolph
Mullally, Mary Rose	Fort Yates, N. Dak.
Neilson, Geneva Leonore	Lake Preston

Neyhart, Helen Amanda	Gettysburg
Nicholson, Katherine Irene	Aberdeen, R. F. D.
Oliver, Helen Addie	Orient
Olson, Selma Amanda	Holmquist
Orth, Ethel Adelaide	Richmond
Perry, Albert	Aberdeen
Pinnecker, Walter Lewis	Dupree
Pfaff, Adolph	Scotland
Pratt, Pearl Elma	Aberdeen, R. F. D.
Price, Marie	Aberdeen
Ratzman, Emily Elizabeth	Wetonka
Reue, Julius	Leola
Schmitt, Barbara Mathilda	Epiphany
Severson, Mabel	Aberdeen
Sheahan, Henry	Chicago, Ill.
Slater, Edva Marie	Aberdeen
Stanley, Kyle Elmer	Hecla
Tiffany, Ernest William	Aberdeen
Tippey, Vera Estella	Frederick
Tronson, Nettie Berdella	Glenham
Trott, Helen Irene	Fairview, Mont.
Turner, Lyle Johnson	Leola
Volk, John Joseph	Hague, N. Dak.
Walgren, Thecla	Groton
Werner, Agnes Marie	Wheaton, Minn.
Werth, Esther Allvinia	Warner
Williams, Dayton Eugene	Aberdeen
Youngman, John Arnold	Aberdeen

SPECIAL STUDENTS

Allen, Martha Harris	Aberdeen
Billings, Daisy	Hadley, Mich.
Boyd, Lincoln	Aberdeen
Brady, Anna Mae	Auburn, Iowa
Bremer, Carl Arthur	Frederick
Brooks, Ida	Aberdeen
Clark, Loretta Maud	Aberdeen
Coacher, Sylvia Fern	Aberdeen
Gullander, Magnhild Alvira	Bristol
Harris, Genevieve	Aberdeen
Harris, Zella	Aberdeen
Hemenway, Susan	Lansing, Iowa
Hezel, Otilie	Aberdeen
Hooper, Dorothy	Aberdeen
Hopkins, Jane Winifred	Dallas, Ore.
Huntington, Lucy Blanche	Lemmon

Jackson, Helen Mary	Aberdeen
James, Lois Alida	Aberdeen
Jewell, Vera Ione	Groton
Johnson, Flora	Ottumwa, Iowa
Kilgore, Florence Louise	Aberdeen
Lauesen, Helen Margaret	Aberdeen
Lindsey, June Alene	Aberdeen, R. F. D.
McLeod, Florence Fay	Aberdeen
McLeod, Martha Maude	Aberdeen
Nelson, Bessie	Aberdeen
Perry, Mabel Gertrude	Ipswich
Pierson, Edith May	Aberdeen
Plattner, Margaret Catherine	Scotland
Powers, Clara May	Groton
Remde, Bernice Karoline	Mansfield
Sholley, Gertrude Burrill	Aberdeen
Spitler, Leila Mae	Aberdeen
Taubman, Olive Teare	Aberdeen
Voedisch, Morris Kelly	Aberdeen
Wells, Helen Rhea	Aberdeen
Welsh, Nellie Agnes	Aberdeen
Wilson, Gladys Louise	Highmore
Wilson, Zillah E.	Luverne, Minn.

PUPILS OF THE TRAINING SCHOOL

First Grade

Draper, Roy	Rosenberg, Lief
Fulker, Forest	Smith, Ethel
Getsman, Donald	Tiffany, Matthew
Grinolds, John	Varnum, Althea
Madden, Steven	Valentine, Edgar
Merklinger, Everett	Wolbrink, Adeline
Miller, Bertram	

Second Grade

Abersoll, Guy	Fusk, Sigred
Abersoll, Maryla	Grinolds, McClellan
Austin, Genevieve	Madden, Bernard
Austin, Virginia	Rosenberg, Mamie
Berg, Kolbyorn	Valentine, Hazel

Third Grade

Arness, John	Lindsay, Leland
Davidson, Ethel	Madden, Martha
Draper, Ethel	Richards, Catheryn
Draper, Joseph	Smith, Harvey
Fusk, Anna	Wells, Harry

Fourth Grade

Abersoll, Nora	Olander, Ruth
Berg, Reidar	Richards, Everett
Foncanon, Vivian	Smith, Flossie
Fulker, Merl	Samelson, Lyle

Granger, Elva

Fifth Grade

Ballensky, Albert	Kalkman, Willie
Bjork, Olive	Miller, Earl
Davison, Archie	Miller, Warner
Fulker, Terry	Reilly, Lucille
Grinoids, Atha	Samelson, Kenneth

Joslin, Ruth

Sixth Grade

Faus, Ione	Overbust, Gustaf
Granger, Olive	Richards, Edith
Kimball, David	Rietz, Edna
Kindschi, Emma	Sholley, John
LaMotte, Agnes	Smith, Gertrude
Madden, James	Smith, Gladys
Means, Elizabeth	Steitzer, Helen
Means, Ruth	Valentine, Arnold
Mullally, Willie	Wenz, Walter
Neill, Henry	Youngman, Lulu

Seventh Grade

Anderson, Lawrence	McCabe, Hallie
Anderson, Lisle	McCarthy, Paul
Berkey, Eunice	Maloney, James
Berkey, Helen	Olander, Carl
Dixon, Lillian	Pfeifer, Anna
Fischer, Carl	Price, Forrest
Hollien, Clarence	Rasmussen, Guy
Howe, Charles	Scherr, August
Jump, Marguerite	Sholley, Mabel
Lupient, Isadore	Tracey, Agnes

Eighth Grade

Ackerman, Calvin	Hughes, Benjamin
Amundson, Bert	Johnson, Clarence
Andree, Robert	Merten, Lillie
Arness, Evelyn	Merten, Ruth
Bjork, Paul	Olson, Hilda
Dahme, Clara	Pinkerton, Harry
Foeth, Lambert	Pinkerton, William
Gilborne, Adeline	Pfaff, Adolph
Guhin, Mary	Safford, Harold
Gustafson, Marie	Severson, Mabel
Heidner, Cora	Smith, Ruth
Hooper, Dorothy	Smith, Vesta

***SUMMER SCHOOL, 1911**

Allen, Bernice	Nevada, Ia.
Allen, Martha	Ipswich
Amsden, Kate	Groton
Anderson, Ida C.	DeSmet
Arneson, Edna	Oldham
Arneson, William	Oldham
Aube, Lucie	Glenham
Baggett, Mrs. Wm.	Northville
Bailey, Emma	Austin, Minn.
Baker, Martha	Wetonka
Barker, Veva Maude	Mina
Bartle, Annie	Cresbard
Bengtsson, Lilly M.	Hecla
Bennett, Beatrice Mae	McIntosh
Beyhan, Philip J.	Aberdeen
Bohl, Herman J.	Brentford
Boothroyd, Margaret	Aberdeen
Bowden, Mildred Minnie	Cogswell, N. D.
Boyd, Lincoln	Aberdeen
Brewster, Joyce Elizabeth	Wecota
Bruns, Henry W.	Hecla
Bryden, Janet	Faulton
Buss, Ethyl A.	Veblen
Carlson, Alice	Browns Valley, Minn.
Carlson, Nannie	Webster
Cheska, Miladi	Bowdle
Churchill, R. Celestia	Rhame, N. D.
Cole, Mary Jeanette	Aberdeen
Combs, Tille Annis	Aberdeen
Conklin, Eva	Canton
Conner, Cora	Aberdeen
Corey, Flossie M.	Britton
Cox, Lavina E.	Baker, Mont.
Cox, Minnie E.	Baker, Mont.
Crandall, Dorothy Abbie	Aberdeen
Dahlberg, Lottie	Strandburg
Daly, Adelaide	Columbia
Daly, Georgia	Columbia
Daves, Lena Maude	Mellette
Delzer, William	Ashley, N. D.
Dittes, Lena Emma	Corona
Dolan, Margaret Johanna	Beresford

*This is the enrollment for the six weeks' session and does not include about 400 teachers who attended the Joint Institute.

Drum, Grace	Aberdeen
Eastman, Alice Maud	Webster
Edman, Ina Mae	Bison
Edwards, Pearl May	Groton
Elliott, Douglas Stilwill	Sioux Falls
Emmert, Laura Hortense	Alcester
Erwin, Leo Richardson	Aberdeen
Fiddler, Elizabeth	Pollock
Fish, Sarah	Bowdle
Fletcher, Lydia	Barnard
Foot, Leta Vyrena	Morristown
Ford, Lucian Caleb	Frankfort
Ford, Mary Elizabeth	Estelline
Garlick, Mildred	Groton
Geer, Susie Jacqueline	Royalton, Minn.
Gerken, Mary Emma	Miranda
Gernon, Nellie	Westport
Gokey, Arthur Peter	Stratford
Griffis, Capitola	Ortley
Gronseth, Celina	Britton
Gruse, Anna E.	Corona
Hall, Grace M.	Mansfield
Harrington, Inez M.	Mansfield
Harris, Mabel	Aberdeen
Havey, Catherine	Aberdeen
Hay, Grace	Aberdeen
Henderson, Alice	Linton, N. D.
Henning, Agnes Susan	Granville
Hill, Leuvicy Martha	Leola
Holiday, Ernest	Conde
Hooper, Dorothy	Aberdeen
Horning, Frankie	Cresbard
Hough, Olga Phylomelia	Glenham
Hovde, Hjalmar Bernhardt	Minneapolis, Minn.
Hundstad, Carl	Bath
Ingalls, Laura W.	Athol
James, Edith Lorine	Aberdeen
Johnson, Carl Henry	Frankfort
Johnson, Clarence	Aberdeen
Johnson, Ellen	Big Stone
Johnson, Florence M.	Roslyn
Johnson, Florence Rosalie	Thunder Hawk
Jones, Esther	Aberdeen
Jorgensen, Ellen	Yankton
Judd, Bertha May	Keystone
Kallas, Martha	Leola

Kimmel, Thekla	Verdon
Kinney, Rozilla	Ipswich
Kinney, Thomas	Ipswich
Kittelson, Cora	Aberdeen
Kohlmeyer, Anna	Newark
Klabunde, Lizzie	Groton
Knapp, Ida Mae	Columbia
Knight, Bertha Leona	Woonsocket
Knight, Mamie	Woonsocket
Krahn, Albertina	Aberdeen
Krieger, Florence Isabel	Langford
Larson, Nellie	Aberdeen
Larson, Olive	Aberdeen
Larson, Rose	Aberdeen
Lawrence, Frances	Wilmot
Lewis, Winnie Maude	Mina
Lincoln, Ada C.	Lodgepole
Lucy, Grace	Leola
Lucy, Maud	Leola
McCormick, Mayme	Lemmon
McCown, Mary	Spencer, Ia.
McCoy, Alice	Aberdeen
McGovern, Grace	Aberdeen
McGuire, Eldora	Aberdeen
McKay, Jennie May	Aberdeen
McKay, Mabel Helen	Orient
McKinnon, Margaret	Glenham
McLean, Lizzie	Columbia
McMasters, Marie	Aberdeen
McQuay, Rose	Aberdeen
McQuillin, Arla	Britton
Madden, James	Aberdeen
Magee, Pearl Mae	Leola
Makens, Nellie	Aberdeen, R. F. D.
Manning, Laurena	Highland, Wis.
Markovetz, Martin	Ipswich
Marquardt, Etta E.	Groton
Martin, Autie Harrison	Goreville, Ill.
Mather, Margaret E.	Groton
Mathieu, Maud	Henning, Minn.
Matuska, Emma	Veblen
Mead, Letha Grace	Rosebud
Mees, Julia	Alpena
Melcher, Herbert	Aberdeen, R. F. D.
Mills, Denny Charles	Minneapolis, Minn.
Moore, Helen	Aberdeen

Morgan, Jennie	Bath
Morrison, Flora	South Shore
Morrison, Minnie	Viborg
Mount, Blanche	Ipswich
Mount, Elsie	Ipswich
Mulhern, Virginia	Aberdeen
Murdy, Robert C.	Aberdeen
Nash, Alta C.	Aberdeen
Neill, Henry S.	Aberdeen
Nesbitt, Lucinda Cole	Mina
Neyhart, Ethel	Gettysburg
Nicholson, Beatrice Louise	Aberdeen, R. F. D.
Oakes, Martha	Aberdeen, R. F. D.
O'Donnell, Jane	Aberdeen
Paetznick, Volly Anna	Groton
Parker, Edith M.	Randall, Minn.
Paul, Mina Agnes	Faulkton
Pence, Susie	Frederick
Persun, Francis J. E.	Bath
Peterson, Ida May	Webster
Pierson, Edith M.	Aberdeen
Pierson, Joe	Aberdeen
Pond, Blanche	Winfred
Pond, Polly	Winfred
Potter, Lloyd A.	Groton
Powers, Ethel	Groton
Pulling, Sibyl	Bowdle
Quam, Norman	Mansfield
Rasche, Alice	Naples
Rice, Mabel L.	Aberdeen
Richardson, Irene	Aberdeen
Richmond, Florence	Frederick
Robertson, Mary	Mina
Roundy, Lela Belle	Aberdeen, R. F. D.
Ryan, Josephine Agnes	Browns Valley, Minn.
Ryman, Laura	Aberdeen
Samelson, Kenneth	Aberdeen
Schamber, Otilie	Eureka
Schroeder, Anna	Peshtigo, Wis.
Schuchardt, Clara	Leola
Sieh, Mabel	Aberdeen
Slater, Clifford	Pollock
Sliter, Florence	Aberdeen
Slocum, Gladys	Ipswich
Smith, Lottie Robinson	Waterloo, Ia.
Smithers, Ethel Laura	Aberdeen

Snyder, Ethel Mae	Mina
South, Jessie Ethel	Andover
Stacy, Nellie	Carlyle
Stewart, E. Katheryn	Bath
Strand, Mrs. Henry J.	Ellendale, N. D.
Summers, Verna M.	Winchester, Ill.
Swartz, Viola	Weldon, Ia.
Taylor, Frances	Aberdeen
Teller, Minerva R.	Miller
Tilgner, Charlotte	Hawarden, Ia.
Vanderburg, Blanche	Conde
Voedisch, Morris	Aberdeen
Voigt, Esther	Aberdeen
Webb, Harold Danforth	Aberdeen
Wendell, Nathan	Aberdeen
Wendling, Mamie	Tolstoy
Wensel, Mrs. H. H.	Mansfield
Wettstein, Frank	Conde
Williams, Sena	Hecla
Wilson, Gladys Louise	Highmore
Wilson, Jessie M.	Frankfort
Wilson, Miriam C.	Aberdeen
Wood, Harold	Aberdeen
Wunsch, Hilda	Elkton
Young, Lillias	Aberdeen

SUMMARY OF ATTENDANCE

Normal and Industrial students	358
Training School pupils	117
*Summer School students	205
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Total	680
Counted twice	30
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Net total	650

*Nearly 400 teachers who attended the Joint Institute held in connection with the Summer School are not counted in the Summary.

List of Graduates

Officers of the Alumni Association

Clyde Fulleton	President
Bernice DeWitt	Vice-President
Magnhild Gullander	Secretary-Treasurer

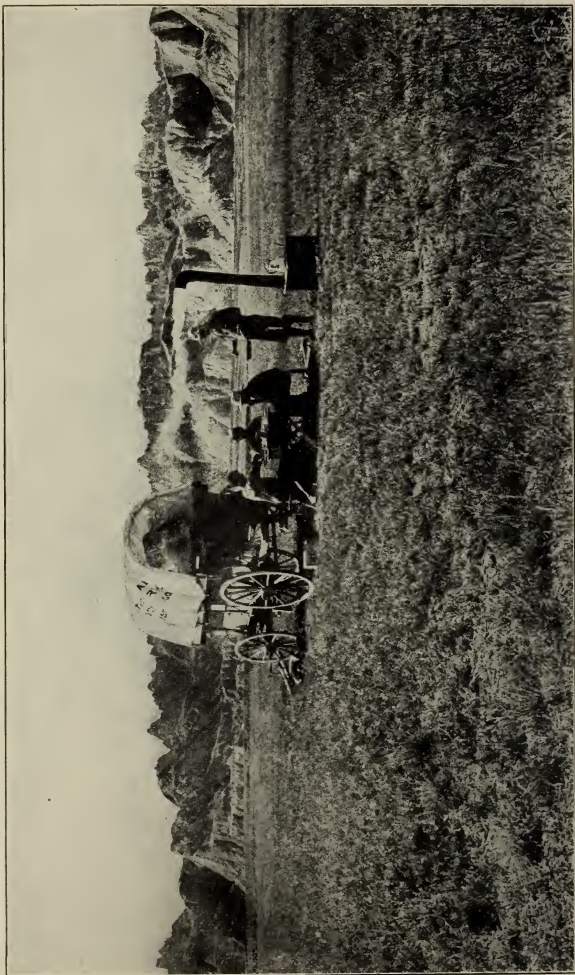
Name	Year	Address
Adams, Maple F. (Mrs. C. F. Wilkinson) ..	1907..	Chicago, Illinois
Allen, Margaret Estelle (Mrs. R. T. Hart) ..	1907..	Minneapolis, Minn.
Althen, Charlotte May,	1908..	Mt. Vernon
Amsden, Amy	1911..	Groton
Amsden, Kate	1911..	Groton
Amsden, Mamie Aneta	1908..	Labolt
Anderson, Alma Claudine	1910..	Aberdeen
Anderson, Olga	1907..	Wilmot
Aney, Edith Myrtle (Mrs. Wm. Osborn) ...	1910..	Jamestown, N. Dak.
Anthony, Minnie Rose	1910..	Dell Rapids
Armantrout, Paul	1911..	Aberdeen
Armstrong, Emily J.	1905..	Vancouver, Wash.
Arneson, Rosa Ann	1909..	Vienna
Arntz, Mary (Mrs. J. F. Conway)	1904..	Perry, Iowa
Ashmore, Eunice	1911..	Huron
Auby, Emma Josephine	1910..	Lily
Auerbach, Abraham	1906..	Ashley, N. Dak.
Axness, Clara Theoline	1909..	Sisseton
Barron, Hazel Berenice	1907..	Ipswich
Bartlett, Esthair Marie	1911..	Groton
Barton, Elsie	1910, 1911..	Iroquois
Batesole, Glen Lyman	1911..	Aberdeen
Bedell, Florence Allene	1911..	Clark
Bengtsson, Lilly Mathilda	1909..	Hecla
Bengtsson, Minnie Sophia	1911..	Hecla
Bickelhaupt, Carrol Owen	1907..	New York City, N. Y.
Bickelhaupt, Doris May	1909..	Aberdeen
Bickelhaupt, William Verne	1907..	Des Moines, Iowa
Beiber, Louise	1903..	Aberdeen
Blake, Lucy May	1910..	Mellette
Bleser, Natalie Pauline	1910..	San Francisco, Cal.
Bonaventure, Sister Mary	1909..	Jefferson
Bonsness, Nelborg	1907..	Aberdeen, R. F. D.
Bostad, Caspara Sophia	1909..	Northville
Bottum, Frank	1907, 1908..	Aberdeen



Brown County Corn School Boys at N. N. I. S.



Our Professor Smith in the Bad Lands



N. N. I. S. Geological Expedition to the Big Bad Lands

Name	Year	Address
Bottum, Margaret Annabel	1909..	Aberdeen
Boundey, Elwin J.	1905..	San Jose, Cal.
Boyer, Evelyn Groves (Mrs. Willard Mc-Cauley)	1907..	Rapid City
Brady, Anna Mae	1911..	Aberdeen
Brady, Charles Enoch	1910, 1911..	Aberdeen
Brady, Neva Bess	1911..	Aberdeen
Brancel, Orville Mathew	1911..	Aberdeen
Brannon, Edith Margaret	1909..	Groton
Bremer, Carl A.	1910..	Frederick
Britzius, Adelia Alvina	1907..	Aberdeen
Britzius, Arno	1910..	Brookings
Brooks, Ida	1906..	Aberdeen
Brown, Grace Martha	1910..	Cedarhurst, R. I.
Brown, Lucy	1911..	Milbank
Brown, Zilla Marie	1909..	Milbank
Bryant, Willetta	1904..	Sisseton
Bue, Mary	1910..	Sisseton
Burgess, Antone Raymond	1910..	Bethany, Nebr.
Burnham, Alice Annabel	1911..	Winship
Busch, Catharena Lezetta	1909..	Milbank
Bush, Charles Oscar	1910..	Claremont
Bush, Mattie Lilian	1910..	Claremont
Bushnell, Mabel Irene	1911..	Coffeyville, Kansas
Byrne, Alice May	1911..	Tabor
Campbell, D. C.	1904..	Virginia City, Mont.
Campbell, Donald H. (deceased)	1908..	Aberdeen
Cannam, Orpha	1908..	Armour
Carroll, Rose (Mrs. Albert Aitken)	1904..	Glenburn, N. Dak.
Carroll, William John	1910..	Glenburn, N. Dak.
Casserly, Saidee Annetta	1910..	Artesian
Cheatham, Lida (Mrs. Lloyd)	1907..	Aberdeen
Chute, Freeman Guy	1906..	Clatskanie, Ore.
Clancy, Hazel Madeline	1910..	Bowdle
Clark, Ina Belle	1910..	Milbank
Clark, Loretta Maud	1910..	Aberdeen
Clayton, Clara Belle	1910..	Leola
Clement, Laura Emma (Mrs. C. O. Reed)	1907..	Aberdeen
Clough, Ella Bertha (Mrs. Jeffries)	1910..	Sansarc
Cochrane, Emma DeEtta	1911..	Clark
Cole, Mildred Nancy	1910..	Gary
Cole, Rose LuVerne	1910..	Tyndall
Combs, Tillie Annis	1911..	Frederick
Connell, Jay Martin	1911..	Aberdeen
Connell, Ora Jennie	1908..	Aberdeen

Name	Year	Address
Conway, Nina Elizabeth	1910..	Orient
Copeland, June	1904..	Sunnyside, Wash.
Copeland, May	1903..	Sunnyside, Wash.
Coulter, Ethel Hazel	1909..	Ipswich
Craig, Catherine Genevieve	1909, 1910..	Ethan
Crain, Mabel Etta	1910..	Webster
Crandall, Dorothy Abbie	1911..	Aberdeen
Croal, Elizabeth	1907..	Sisseton
Crofoot, Frances Faye	1909..	Webster
Cummins, Carl	1906..	St. Paul, Minn.
Cummins, Erwin	1908..	Aberdeen
Cummins, Frances May	1909..	Wilmot
Cummins, Lulu Elizabeth	1910..	Groton
Cummins, Nora B.	1905..	Delano, Minn.
Curtis, Laura Louise	1911..	Langford
Daly, Florence Elizabeth	1908..	Erwin
Darling, Ruby I. E. (Mrs. R. A. Young) ..	1907..	Roseville, Cal.
Dawson, Hazelle Irene	1910..	Appleton, Minn.
Deits, Harry Lou	1907, 1908..	Seattle, Wash.
DeLange, Barbara (Mrs. Walter L. Barbour)	1911..	Marmarth, N. Dak.
Dellinger, Sarah Sherwood	1910..	Hot Springs
Denison, Inez Mae	1906..	Salem, Oregon
Dennis, Mary	1906..	The Dalles, Ore.
Dent, Bertha	1909..	Britton
DeWitt, Bernice Attolia	1911..	Viroqua, Wis.
Dokter, Bessie	1910..	Andover
Drum, Florence	1909..	Aberdeen
Drum, Grace	1911..	Willow Lakes
Dudley, Lula Lucinda (Mrs. James W. Atkinson)	1910..	Bristol
Duerr, Jessie Hardenberg	1910..	Bath
Dunker, Frieda Emilia	1911..	Warner
Dunlevy, Ellen Leah	1908..	Philip
Dutcher, Essie May	1906..	Pembina, N. Dak.
Eastman, Alice Maud	1911..	Wilmot
Easton, Violet	1907..	Aberdeen
Eckert, Ethel Rose	1910..	Groton
Eddy, Wilma Elaine	1911..	Turton
Edmunds, Rose	1908..	Selby
Eidam, Violet Margaretta	1909, 1910..	Kendall, Mont.
Ellinghausen, Anna Gesine	1911..	Stratford
Elliott, Hazel Fern	1911..	Beresford
Elliott, Jennie Celestia	1909..	Trent
Ellison, Ernest	1904..	Java
Ennis, Hazel Maud	1911..	Stratford

Name	Year	Address
Fabian, Bertha Louise (Mrs. W. R. Jung)	1906	Wadena, Minn.
Ferguson, William Henry	1906, 1908	Norden
Fleming, Florence (Mrs. F. B. Purdy)	1906	Milbank
Flint, Cleo Jeanette (Mrs. A. R. Tyler)	1906	Pierpont
Ford, Hazel Mae	1910	Conde
Ford, Mary Elizabeth	1911	Webster
Foss, Ida	1910	Northville
Fountain, Edith Adele	1909	Pierpont
Fuller, Martha Sarah	1908, 1911	Frederick
Fulleton, Clyde	1911	Mitchell
Furrow, Florence Ethel	1909	Viborg
Gage, Leslie	1904	Duluth, Minn.
Gage, Matilda Jewell	1908	Aberdeen
Gallett, Delbert Lyon	1910	Aberdeen
Gerberich, Catherine	1911	Spain
Giddings, Leander	1903	Summit, Ore.
Giddings, Luther	1904	Summit, Ore.
Giesen, Edna Minerva	1911	Aberdeen
Gillin, Dominick Carl	1911	Bath
Goffe, Edna Frances	1906	Aberdeen
Gorman, Hazel Estella	1909	Wilmot
Granger, John Elihu	1907	Aberdeen
Green, Alberta	1903	Pierre
Gregson, Lettie	1906	Fair Grounds, Ore.
Griffis, Grace Capitola	1911	Webster
Griffith, Gladys Florence	1910	Aberdeen
Gullander, Magnhild Alvira	1911	Aberdeen
Halbert, Verda (Mrs. L. A. Crane)	1905	Mansfield
Hammock, Mrs. Katherine C.	1904	Oklahoma City, Okla.
Hanicker, Leland Stanford	1911	Aberdeen
Hansen, Olga Sophie	1909, 1910	Bird Island, Minn.
Hanson, Mabel Pauline	1911	Bryant
Harris, Mabel Agnes	1910	Hecla
Harris, Mina (Mrs. Orlick O. Duncan)	1904	Virginia City, Mont.
Harris, Winifred Susie	1907	Aberdeen
Harrison, Laura Ethel	1909, 1911	Aberdeen
Hay, Grace	1911	Aberdeen
Hay, Kathryn Melissa	1910	Aberdeen
Hay, Marion	1908	Aberdeen
Hayes, Marion Cleveland	1910, 1911	LeMars, Ia.
Hazen, Grayce (Mrs. Henry I. Lettman)	1906	Post Falls, Ida.
Hedman, Nina E.	1911	Alcester, R. F. D.
Heffernan, Alice Margaret	1909	Big Stone City
Hendrickson, Cora Helmyne	1911	Appleton, Minn.
Hendrickson, Eva Claretta	1911	Appleton, Minn.

Name	Year	Address
Herman, Lester Richard	1909..	Conde
Hersey, Prudence Hubbard	1910..	Conde
Hezel, Otilie	1911..	Aberdeen
Hill, Florence Maude	1910..	Sisseton
Hilton, Ada Frances (Mrs. Tom Davies) ..	1910..	Fromberg, Mont.
Hoffman, Geneva Belle	1907..	Middleton, Conn.
Holland, Elizabeth Ann	1910..	Bushnell
Honey, Anna Mae	1911..	Putney
Hopkins, George Franklin	1909..	Salem, Ore.
Hopkins, Jane Winifred	1909..	Aberdeen
Hopkins, Rhoda May	1907..	Salem, Ore.
Houchin, Margaret (Mrs. F. B. Carter) ...	1905..	Oldham
Hougen, Isabelle	1907..	Wilmot
Hougen, Louise Henrietta	1909..	Waubay
Hughes, Elizabeth	1911..	Selby
Hundstad, Annie Karine	1910..	Bath
Hunter, Mrs. Nellie J.	1908..	Aberdeen
Huntington, Lucy Blanche	1908..	Aberdeen
Huntington, Margaret Alice	1911..	Aberdeen, R. F. D.
Husband, Ivy Cecilia	1911..	Grand Forks, N. Dak.
Hutsinpiller, Mary	1910..	Aberdeen
Jackson, John Henry	1910..	Aberdeen
Jacox, Maude A.	1910..	Britton
Jaquith, Fannie Belle	1908..	Wessington Springs
Jensen, Josephine Marie	1911..	Summit
Jewell, Vera (Mrs. E. J. Quiggle)	1908..	Groton
Johnson, Carl Henry	1911..	Frankfort
Johnson, Carrie (Mrs. G. W. Townsend) ..	1905..	Northville
Johnson, Edith E. (deceased)	1906..	Groton
Johnson, Florence Rosella	1910..	Orange
Johnson, Laura Clare	1911..	Webster
Johnson, Willis Leslie	1911..	Aberdeen
Johnston, Esther Amelia	1911..	Henry
Johnston, Maude Emily	1909..	Mitchell
Jones, Ethel	1909..	Mitchell
Jones, Tracy L.	1907..	Arlington
Jordan, Florence	1911..	Beresford
Jordan, Veronica	1908..	Avon
Jorgenson, Ole (deceased)	1904..	Aberdeen
Keegan, Lillian	1908..	Aberdeen
Kellen, Angeline Mary	1910..	Faulton
Kelley, Luverne (Mrs. Raymond Slack) ..	1908..	Moore, Mont.
Kelley, Pearle Mary (Mrs. Johnson)	1910..	Brentford
Kepke, John Herman	1911..	Groton
Kidder, Florence Myra	1910..	Eureka

Name	Year	Address
Kimball, Charles Harold	1911..	Aberdeen
Kindschy, Ena Pauline	1909..	Hingham, Mont.
Kittelson, Cora Jeannette	1906..	Aberdeen
Knapp, Gladys Pauline	1909..	Pierpont
Knapp, Ida Mae	1910..	Osceola
Knight, Bertha Leona	1911..	Aberdeen
Korte, John Fred	1910..	Aberdeen
Kreiter, Mildred May	1910..	Aberdeen
Kretschmann, Sabina	1911..	Hankinson, N. Dak.
Kribs, Edith	1908, 1909..	Aberdeen
Kribs, Olive	1909, 1911..	Aberdeen
Krogh, Gudrum	1908..	Aberdeen
Ladd, Frances	1904..	Ipswich
Lamont, Maurice Brereton	1907..	Aberdeen
Larson, Valdemar Martin	1910..	Aberdeen
Larson, William Ludwig	1907..	Aberdeen
Lathrop, Meda (Mrs. S. B. Neill)	1909..	Mellette
Latta, Kathryn	1905..	Washington, Ia.
Lauesen, Helen Margaret	1909..	Aberdeen
Lawrence, Frances Edna	1909..	Hanse
Lee, Edna Josephine	1911..	Parkston
Lemmon, Elizabeth Rose	1911..	Pierpont
Lemmon, Irene	1910..	Pierpont
Letson, Mabel A. (Mrs. F. G. Chute)	1906..	Clatskanie, Ore.
Lindboe, Alfred	1909..	Aberdeen
Lindekugel, Lemana Emma	1907..	Aberdeen
Little, Alice	1910..	Mellette
Locken, Ida Sophia (Mrs. O. J. Svarstad) ..	1906..	Bath
Lovejoy, Lorna Jeannette	1909..	Seattle, Wash.
Lovejoy, Mary Agnes	1907, 1908..	Seattle, Wash.
Lovette, Martha May	1909..	Ipswich
Lueck, Mamie J.	1907..	Aberdeen
Lundquist, Gilbert	1905..	Java
Lyle, Anna M.	1911..	Milbank
Makens, Mary Ann	1909..	Neeley, Idaho
Makens, Nellie Elizabeth	1910..	Bowdle
Mangan, Mae Cecelia	1911..	Herrick
Mangan, Margaret Bridget	1910..	Milbank
Marshall, Jessie Belle	1907..	Lane
Martyn, Elizabeth	1909..	Twin Falls, Idaho
Marvin, Inez Laura	1909..	Hecla
Mason, Arthur Hugo	1910..	Aberdeen
Mather, Margaret Edwina	1908..	Groton
Maxfield, Hettie Amelia	1910..	Summit
Maxwell, Leota	1906..	Aberdeen

Name	Year	Address
McCalmont, Anna Lucilla	1911..	Big Stone City
McCann, Edith	1904..	Chicago, Ill.
McCormick, Mayme	1905..	Bowdle
McCoy, Alice	1908, 1909..	Edgeley, N. Dak.
McCoy, Lelah Kate	1906..	Pierre
McCoy, Rhoda	1906..	Aberdeen
McEachran, Florence	1908..	Ipswich
McHugh, Frank	1909..	Aberdeen
McKay, Mabel Helen	1911..	Orient
McKenna, Charles Hugo	1909..	Twin Brooks
McKenna, Emmett	1904..	Edgeley, N. Dak.
McKenna, Frank	1905..	Sisseton
McKenna, James Edward	1907..	Castlewood
McKenzie, Elbert,	1910, 1911..	Wetonka
McKernan, Teresa Josephine.....	1909..	Buffalo
McKinnon, Elizabeth (Mrs. Will Green) ..	1907..	Langford
McMurtry, Blanche	1908..	Groton
McNutt, Fanny Evelyn (Mrs John Tolmie) ..	1908..	Aberdeen
Mielke, Helmuth E.	1906..	Conde
Miller, Eva Joy	1911..	Ipswich
Miller, Lora Martha	1911..	Spokane, Wash
Mitchell, Elizabeth (Mrs. E. Murphy)	1907..	Pierpont
Moore, Alice Bell	1909..	Volin
Morin, Alvida Josephine	1908..	Aberdeen
Mulligan, Mary Katherine	1908..	Groton
Murdy, Serelda	1905..	Aberdeen
Musch, Clara	1905..	Mellette
Nash, Alta Corwith	1908, 1909..	Dayton, Wash.
Nash, Ester Grace (Mrs. J. J. Roberts)	1908, 1909..	Aberdeen
Nash, Nellie Jane	1907..	Aberdeen
Nelson, Mabel Claire	1911..	Bruce
Nicola, Frances (Mrs. Frank C. Brandt) ..	1906..	Tyler, Minn.
O'Connell, Mary Catherine	1909..	Redfield
O'Connor, Agnes Rose.....	1908..	Clear Lake
O'Connor, Kathryn Elizabeth	1908..	Belle Fourche
O'Donnell, Dennis	1906..	Huron
Olander, Emil Theodore	1911..	Aberdeen
Olds, Dorothy (Mrs. L. J. Lukanitsch)	1906..	Sisseton
Olson, Clara	1904..	Aberdeen
Olson, Florence	1911..	Veblen
Omdahl, Ella Sophia	1907..	Edton, N. Dak.
Opdahl, Christiana Fredrikke.....	1907..	Bryant
Ottman, Florence (Mrs. S. D. Rankin)	1907..	Bristol
Ottman, Harley	1908..	Lewistown, Mont.

Name	Year	Address
Overby, Edna Elizabeth	1911..	Mellette
Oyhus, Augusta M. (Mrs. H. A. Melgaard)	1905..	Aberdeen
Parrott, Norma Alene (Mrs. T. L. Huxley)	1909..	Calispell, Mont.
Payne, Chlora Delpha (Mrs. H. J. Strand)..	1907..	Ellendale, N. Dak.
Peake, Mary Bess	1906..	Wyndmere, N. Dak.
Peck, Marguerite Emmeline	1910..	Highmore
Peckham, Irene Mary	1910..	Roscoe
Pederson, Hannah Almina	1908..	Warner
Peitz, Mary Agnes	1910..	Hankinson, N. D.
Perry, Madaleine	1908, 1909..	Aberdeen
Perry, Van Buren	1910..	Aberdeen
Persons, Lucile Irene	1909..	Mansfield
Persun, Francis Jacob Ethelbert	1910..	Bath
Petrie, Frances	1910..	Linton, N. Dak.
Petrie, Harry Lee	1910..	Linton, N. Dak.
Pinckney, Hazel Izora	1910..	Pierre
Porter, Alta Margaret	1911..	Bay City, Mich.
Porter, Grace (Mrs. Fred Lake).....	1905..	Doland
Porter, Mayme	1906..	Valley City, N. Dak.
Powers, Ethel	1911..	Flandreau
Prestegard, Oscar	1907..	Telluride, Colo.
Prevey, Lola Maud	1907..	Ashley, N. Dak.
Price, Joseph Aden	1910, 1911..	Aberdeen
Pryer, Edna May	1906..	Cambridge, Mass.
Pryer, William Cristy	1909..	Aberdeen
Purdy, Fred B.	1906..	Milbank
Quinn, Vilas	1907, 1908..	Chicago, Ill.
Rawson, William John	1911..	Aberdeen
Reed, Ruby May	1909..	Warner
Regan, Francis Martin	1911..	Aberdeen
Rehfeld, Erna	1911..	Aberdeen
Reue, Ruth	1911..	Leola
Reynolds, Nona Katherine	1911..	Edgeley, N. Dak.
Rice, Mabel Lovella	1903, 1911..	Charles City, Ia.
Richards, Edna Lottie	1911..	Arlington
Richards, Nina Grace	1911..	Juneau, Wis.
Ridge, Olive Hope	1911..	Davis
Ritchie, Arvilla	1911..	Raymond
Robinson, Cora Maria	1911..	Sisseton
Robinson, Pearl Flora	1909..	Artesia, New Mex.
Roehm, Hazel Faye	1911..	Pollock
Rogers, Annie Melinda	1909..	Stratford
Ruden, Gilbert Ingvald	1911..	Norden
Ryan, Julia Marie	1908..	Aberdeen
Savage, Edith Evangeline	1906..	Watertown

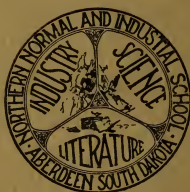
Name	Year	Address
Sayers, Minnie Adeline	1910.	Milbank
Scanlan, Tom	1908.	Bradley
Schaffer, Elsie Catherine	1911.	Milbank
Schamber, Helena (Mrs. E. G. Wenzlaff) ..	1908.	Armour
Schamber, Otilie Regina	1910.	Pierpont
Seaman, Carrie Augusta (Mrs. H. D. New-		
kirk)	1909.	Warner
Seaman, Ralph Barnes	1910.	Warner
Seeley, Carrol Hamilton	1909.	Lewistown, Mont.
Seide, Hulda Sarah	1910, 1911.	Summit
Shaffer, Roy Ersul	1909.	Aberdeen
Shank, Edith Marie	1907.	Los Angeles, Cal.
Shanley, Adrian	1906.	Mansfield
Shannon, Sarah Ellen	1910.	Ashton
Sheehan, Irene Genevieve	1910, 1911.	Aberdeen
Sheehan, Marguerite Marie	1907.	Aberdeen
Sheldon, Harriet Belle	1911.	Andover
Sherwood, Rozilla	1910.	Claremont
Shields, Jeannette	1911.	Aberdeen
Sieh, Charles Andrew	1911.	Aberdeen
Sieh, Frank Leo	1910.	Aberdeen
Sieh, Mabel	1911.	Plana
Sims, Beulah (Mrs. T. D. Potwin)	1905.	Lemmon
Sims, Clifford Marlowe	1909.	Eugene, Ore.
Sims, Inez	1904.	Eugene, Ore.
Skorupinski, Paul Charles	1907.	Waubay
Slaata, Emma Marie	1910.	Wilnot
Sliter, Pearl A. (Mrs. H. Soike)	1905.	Aberdeen
Slocum, Lynn Ferd	1909.	Leola
Smith, Calla (Mrs. C. A. Newton)	1903.	Aberdeen
Smith, Forrester Paul	1907.	Groton
Smith, Lottie Robinson	1911.	Britton
Smith, Minnadell Jacqetta (Mrs. A. C.		
Kronenbarger)	1906.	Milwaukee, Wis
Smith, Olive Nora	1911.	Big Stone City
Smith, St. Clair	1909.	Aberdeen
Smith, Sunie Ella	1910.	Big Stone City
Smithers, Ethel Laura	1911.	Centerville
Spitler, Leila Mae	1910.	Aberdeen
Stains, Effie Mabel (Mrs. John Dickerson)	1908.	Aberdeen
Stebbins, May Belle Victoria	1910.	Lewistown, Mont.
Stevens, Florence Lucy	1908, 1909.	Redfield
Stevens, George Irl	1908, 1909.	Redfield
Stewart, Eugenia Mae	1910.	Aberdeen
Stratton, Beulah (Mrs. Fred Owens)	1904.	Bridgewater

Name	Year	Address
Sweet, William Ray	1908.	Mansfield
Swenson, Carie (Mrs. P. N. Hundstad) ..	1907.	Aberdeen, R. F. D.
Sylvester, Beulah	1910.	Clark
Taubman, Morton McKinley	1909, 1910.	Aberdeen
Taubman, Olive Teare	1907.	Aberdeen
Teichmann, Reuben Robert	1910, 1911.	Bismarck, N. Dak.
Teichmann, Samuel J.	1910, 1911.	Bismarck, N. Dak.
Theil, Lois Olive	1909.	Bowdle
Thomas, Alwilda Edgarda	1907.	Grand Junction, Colo.
Thompson, Eva May	1911.	Langford
Thompson, Gertrude Clarissa	1908, 1909.	Aberdeen
Tiffany, Edna F. (Mrs. C. A. Griffin)	1907.	Selby
Tilgner, Charlotte Sophia	1911.	Edgeley, N. Dak.
Tompkins, Carl Phillips	1909.	Aberdeen
Tooker, Olive (Mrs. Emmett McKenna) ..	1904.	Edgeley, N. Dak.
Tower, Lee S.	1905.	Sheridan, Mont.
Tower, Minnie Jane	1907.	Everett, Wash.
Tower, Pearl Adella	1907.	Everett, Wash.
Tripp, Gertrude	1908.	Bradley
Udell, Gladys Elizabeth	1907.	Victor, Wash.
Udell, Mary Lucile	1909.	Pierpont
Ustrud, Ida	1911.	Florence
Valentine, Lucie Mae	1911.	Ipswich
Vander Horck, Elise	1907.	Britton
Venoss, Mabel Pauline	1909.	Thief River Falls, Mont.
Voigt, Arthur	1906, 1909.	Canova
Von Tobel, Maude Elizabeth	1909.	Groton
Vorman, Frank Perry	1907, 1908.	Minneapolis, Minn.
Wallace, Margaret	1911.	Aberdeen
Walter, Eunice Irene	1911.	Conde
Wardle, Lillian Alma (Mrs. T. J. Markey) ..	1907.	Armour
Warner, Grace Marie	1910.	Cooperstown, N. Y.
Washburn, Clara	1903.	Aberdeen
Webb, Gertrude Ina	1910.	Aberdeen
Webb, Harold Léster	1909.	Hettinger, N. Dak.
Webb, Marion	1907.	Flandreau
Webster, Agnes	1908.	Minneapolis, Minn.
Webster, Russel Otto	1909.	Minneapolis, Minn.
Wegener, Irene Viola	1910.	Hecla
Wegner, Bertha Emilie	1909.	Big Stone City
Welch, Inez Irene	1910.	Hurley
Welsh, Nellie Agnes	1907, 1908.	Aberdeen
Williams, Adelaide Dakota	1910.	Marvin
Williams, Kate Mae	1911.	Volga

Name	Year	Address
Williams, Ursula Mary (Mrs. E. R. Whitla)	1903	Coeur d'Alene, Idaho
Williams, Winifred (Mrs. P. D. Southworth)		
	1907	Roswell, New Mex.
Wilson, Frances (Mrs. H. F. Noble)	1905	Beverly, Wash.
Wilson, Georgia Ruth	1909, 1910	Chico, Cal.
Wilson, Margaret	1905	Pierre
Woodman, Lillian Irene	1910	Aberdeen
Young, Lillias	1911	Frankfort
Young, Mabel Grace	1906, 1908	Banning, Cal.
Young, Olive Ersell (Mrs. Paul Elfrink)	1906	Selby
Zietlow, Nina	1903	Aberdeen

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Vol. VII

JULY, 1913

No. 1

BULLETIN

OF THE

Northern Normal and Industrial School

Aberdeen, South Dakota

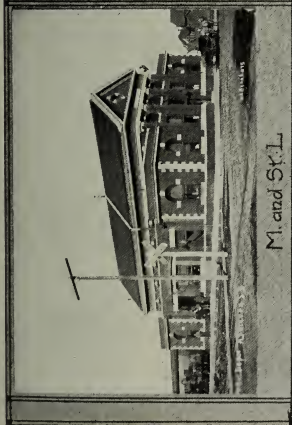


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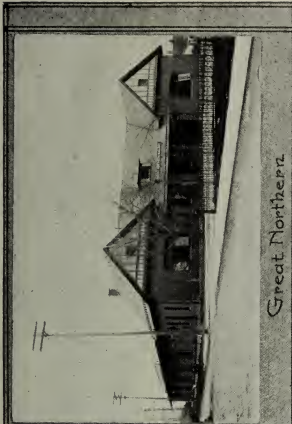


ISSUED QUARTERLY BY THE SCHOOL

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Great Northern

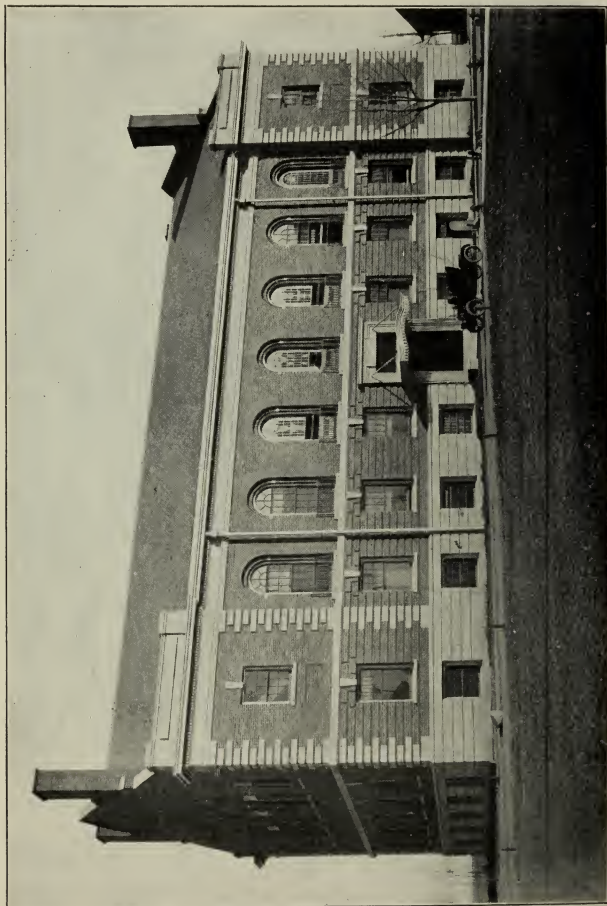


Chicago and Northwestern



Milwaukee

ABERDEEN RAILWAY STATIONS



ADMINISTRATION BUILDING

BULLETIN

OF THE

NORTHERN NORMAL

AND

INDUSTRIAL SCHOOL

A STATE EDUCATIONAL
INSTITUTION

ABERDEEN, SOUTH DAKOTA

ELEVENTH YEAR

WITH ANNOUNCEMENTS FOR 1913-14

Calendar for 1913-14

1913

September 8-9, Monday and Tuesday—Enrollment of students.
September 10, Wednesday—Twelfth year begins.
November 11, Tuesday—Brief Industrial course begins.
November 27, Thursday—Thanksgiving day.
December 20, Saturday—Holiday vacation begins at 5 p. m.

1914

January 6, Tuesday—Work of first semester resumes.
January 23, Friday—First semester ends.
January 27, Tuesday—Second semester begins.
March 20, Friday—Work in Brief Industrial course ends.
April 5-12—Easter recess.
April 23, Thursday—Declamation contest for Lincoln medals. Award of medals in Gallett short story contest.
May 1, Friday—Annual athletic and declamatory meet for the High Schools of South Dakota.
May 27, Wednesday—President's reception to the Senior class.
May 29, Friday—School picnic.
May 30, Saturday—Memorial day.
May 31, Sunday—Annual sermon.
June 1, Monday—Recital by music and elocution students.
June 2, Tuesday—Senior Class play.
June 3, Wednesday—Twelfth Annual Commencement. Alumni reunion and luncheon.
June 7, Monday—Six weeks' summer school begins.
July 18, Saturday—Summer school ends.

Regents of Education

A. E. HITCHCOCK, President.....	Mitchell
Term expires January 1, 1915	
T. W. DWIGHT, Vice-President.....	Sioux Falls
Term expires January 1, 1915	
A. M. ANDERSON.....	Sturgis
Term expires January 1, 1917	
AUGUST FRIEBERG	Beresford
Term expires January 1, 1919	
M. P. BEEBE	Ipswich
Term expires January 1, 1919	

FRED W. FORD, Secretary of the Board.....Elk Point
A. W. EWERT, State Treasurer, Treasurer Ex-Officio

STANDING COMMITTEE

A. E. HITCHCOCK, Chairman
M. P. BEEBE

Faculty for 1912-13

(Arranged in order of appointment with the exception of the President)

GEORGE W. NASH, M. S., LL. D., President

Graduate Yankton College; graduate student University of Minnesota
and University of Leipzig, Germany

Pedagogy

WILLIS E. JOHNSON, B. Ph., M. A., Vice President

Graduate State Normal School, St. Cloud, Minnesota, and Illinois Wesleyan University; graduate student University of Chicago

Geography and Social Sciences

FRED W. SMITH, B. S.

Graduate Mankato, Minnesota, State Normal School and University of Minnesota

Agriculture and Biological Sciences

LYDIA A. GRAHAM

Graduate Chicago Music College
School Music, Piano and Voice

ZILLAH E. WILSON

Graduate Mankato, Minnesota, State Normal School; student University of Chicago, Harvard University, and University of California

Supervisor of Seventh and Eighth Grades, Training School

HELEN BEARDSLEY, B. A., M. L.

Graduate University of Colorado; advanced degree, University of California; graduate student Leipzig, Germany

German and French

IDA B. MOORE, B. A.

Graduate Indiana State Normal School and University of Michigan
Latin

MARY J. MEEK, B. A., M. Ph.

Graduate Indiana State University; advanced degree, University of Chicago

English

CHARLES D. POORE, B. A.

Graduate University of Minnesota; graduate student University of Iowa
Physics and Chemistry

SUSAN HEMENWAY

Graduate Iowa State Teachers' College; student University of Chicago
Mathematics and History

BERTHA D. GOODYEAR

Graduate Northern Illinois State Normal School and Teachers' College,
New York City

Supervisor of Fifth and Sixth Grades, Training School

JESSIE MABEL HALL, B. A.

Graduate Redfield College and Emerson College of Oratory, Boston
Gymnastics and Expression

M. WILLIAM HECKMANN

Graduate Oshkosh, Wisconsin, State Normal School, and Stout Institute,
Menomonie, Wisconsin; student Armour Institute and Bradley
Polytechnic Institute

Metal Work and Foundry Practice

CHRISTIAN J. LINDEM

Graduate Stout Institute, Menomonie, Wisconsin, and Art Institute,
Chicago, Illinois; student University of Wisconsin

Mechanical and Freehand Drawing

ETHELBERT C. WOODBURN, B. A.

Graduate Indiana State University
Principal of the Training School

NELLIE McCOWN, Dean of Women

Graduate Stout Institute, Menomonie, Wisconsin
Sewing

W. MACLAY OATES, Local Secretary

Graduate Gregg School, Chicago
Bookkeeping and Penmanship

PERCY H. HERON

Graduate Lane Technical School, Chicago, and Chicago Normal College
Woodwork and Patternmaking

MARGARET D. KIRBY

Graduate Stout Institute, Menomonie, Wisconsin
Cookery

MAGNHILD GULLANDER

Graduate Northern Normal and Industrial School; student in library
science, University of Wisconsin
Librarian

ANNA E. BAGSTAD, B. A.

Graduate Yankton College and Emerson College of Oratory, Boston
English and German

ETHA BURNHAM, Secretary to the President

Graduate Gregg School, Chicago

Shorthand**HATTIE WILLOUGHBY, B. Pd.**Graduate Warrensburg, Missouri, State Normal School and Teachers'
College, New York City**Supervisor of First and Second Grades, Training School****RALPH E. NICHOL, B. A.**

Graduate Yankton College

History and Athletics**FREDERIC ROGERS, Mus. D.**Graduate Victoria College of Music, London, England, American Mem-
ber Board of Examination, Incorporated Guild of Church
Musicians**Director of Music****MARY HUTSINPILLER**Graduate Northern Normal and Industrial School, and Gregg School,
Chicago**Shorthand and Typewriting****MARGARET BOTTUM, B. A.**Graduate Northern Normal and Industrial School and Colorado State
University**Mathematics****ELIZABETH C. RIECKER**Graduate Alma College, Alma, Michigan, and Teachers' College, New
York City**Supervisor of Third and Fourth Grades, Training School**

EMPLOYEES

FRANCIS P. DALY, Engineer

CHARLES MERKLINGER, Assistant Engineer

ALWYNE JOHNSON, Janitor

JOHN MACKNESS, Assistant Janitor

S. LEWIS, Assistant Janitor

ARTHUR SHORLEY, Assistant Janitor

General Information

PURPOSE AND SCOPE

The Northern Normal and Industrial School was established by legislative enactment in 1901. Section 605 of the Revised Political Code indicates its scope in these terms: "The object and purpose of said school shall be to give instruction to persons of both sexes in manual training and the science and art of teaching, and also in the industrial and mechanical trades, arts and sciences, and the allied branches of learning." With this broad but well defined mission the Northern Normal and Industrial School offers to the young people of the state superior educational advantages.

The wide demand for the practical and industrial in education is based upon an inherent need in this day and generation for more skill and knowledge in all forms of labor, manual and professional. As making a life is much more than making a living, character, culture and industrial ability should grow together in symmetry. Insight into the laws of the complex mechanical world, a portion of the common environment of modern life, and a trained eye and hand are invaluable elements in the education and culture attainment of any young man, whatever his vocation. Familiarity with the principles of good cooking and the laws of household economics, and acquaintance with the physiology and hygiene of the body and the character and conditions of child life, are surely essential elements in the life preparation of any young woman.

While these elements in education are by no means all of its factors, to neglect them is to ignore some of the most pressing requirements in the preparation of the youth for the larger responsibilities of adult life. Realizing the need of a more adequate preparation for the inevitable everyday duties of life as well as for formal culture, South Dakota has planted this institution at a strategic point in the northern half of the state and equipped it to give this many-sided and broad preparation for complete living.

LOCATION

Aberdeen, the seat of the institution, is a rapidly growing city of twelve thousand people. It is one of the best railway centers of the northwest, being approached from nine different directions by four lines of railway. In addition to thirteen churches, representing ten denominations, a fine public library building, ten public school buildings, and two excellent hospitals, Aberdeen possesses many cultured homes, and is a city of economic and industrial property.

GROUNDS

The grounds comprise twenty-five acres, the generous gift of Aberdeen citizens. A stretch of over 100,000 square feet of lawn and hundreds of thrifty young trees make the campus one of the most attractive spots in this section. To the rear of the buildings is the athletic field, including baseball and football grounds, tennis courts, and cinder track. Along the eastern border are several acres which are being utilized for demonstrations in scientific agriculture. The two artesian wells, belonging to the school, supply an abundance of soft water for the buildings and lawn.

BUILDINGS

The Central Building. The school buildings, four in number, are constructed of brick and stone. The Central building erected in 1901-02, originally 100x60 feet, was nearly doubled in size in 1912 by the addition of a west wing 38x106 feet. This building, with its four floors, spacious halls, and numerous rooms is a very busy place. The lowest floor is occupied by the first four grades of the Training School and also contains supervisors' offices, lunch rooms, wardrobes, toilet rooms and the Normal Book Store. On the first floor above are located the Training School Principal's office, the four upper grades of the Training School, supervisors' offices, recitation rooms and lecture rooms. The next floor contains the library and reading room, Biological and Agricultural laboratory, the Geographical laboratory, the Bookkeeping, Shorthand and Typewriting quarters and several recitation rooms and offices. The upper floor is occupied by an emergency cooking room, the Chemistry and Physics laboratories, numerous recitation rooms, and the spacious museum.

Ladies' Hall. The Hall, built in 1903-4, is a very attractive structure of two stories and a basement, every foot of its space being utilized. The interior arrangements are almost ideal for comfort and health. Every living room has one or more outside windows and is properly ventilated. Bath rooms, lavatories, closets, and hot and cold water are found on each floor. The rooms are all of good size, and are furnished with iron bedsteads, mattresses, washstands, bowls, pitchers, study tables, dressers and chairs,—the other furnishings being supplied by the occupants. Most of the beds are single. Some of the rooms are arranged in suites of three, to be occupied by four persons, one room as a study and the other two as bedrooms. The parlors and reception rooms are airy and pleasant. Each girl does her own room work and is requested to bring two pairs of blankets or two comforters, (blan-



CENTRAL BUILDING PARTIALLY REMODELED



MECHANIC ARTS HALL

kets preferred), three sheets, two pairs of pillow cases, pad to cover mattress, six towels, a clothes bag, and a napkin ring. Young women to the number of sixty can be accommodated at the Hall but both young women and young men will be furnished table board. The dining room is large and provision is made for about 150 students.

Students have the care and supervision of a competent preceptress, and their hygienic conditions and personal, social and moral habits are looked after with the same assiduity as are their intellectual habits. Here a high standard of good morals and gentle manners is maintained. Girls placed in this home will be well cared for and will be surrounded by the most wholesome conditions.

Manual Arts Building. This building, begun in 1905, is a two-story structure fifty by one hundred feet, with an addition eighty by fifty-six feet. It contains wood and metal shops, tool and stock rooms, forge shop, foundry, locker and wash room, drafting room, display room, demonstrating room, and a large room used as a gymnasium. The industrial department occupies the main or first floor. In the woodworking shops students gain a practical knowledge of tools and learn the uses and strength of the various building materials. Through experience in the metal and forge shops, students master the essentials of forging, welding and turning, and gather practical information concerning the proper trade uses of iron and steel.

The gymnasium, which occupies the entire second floor of the original building, has an area of about 3,500 square feet, and is well equipped with such apparatus as rings, horizontal and parallel bars, bar stalls, window ladder, bom, climbing ropes, Roman ladders, vaulting horses, wands, Indian clubs, etc. There are dressing and toilet rooms completely furnished with shower baths at each end of the building, one for each sex.

The new part which nearly doubled the working space in the shops, was completed in 1909. Splendid equipment has been installed throughout

Administration Building. The Administration building was dedicated to its uses in 1908. Being made very largely of stone, brick, steel and cement, the structure is practically fire-proof and is one of the most modern and substantial school buildings in the state. This contains the spacious auditorium seated with 850 opera chairs, the stage of which is provided with dressing rooms and a full equipment of scenery. Across the north end of the top floor and adjoining the auditorium is a large room used by students pursuing courses in drawing and painting. The main floor contains

the administration suite, a rest room for faculty ladies, and numerous recitation rooms. In the basement are located the kitchen and dining room, butler's pantry, fitting room, sewing room, drafting room, and lecture room,—a most attractive suite for the domestic science department. The toilet rooms and wardrobes for young men and young women are also located on this floor.

The Central Heating Plant. The Central Heating Plant is located just south of the Central building and has thus far been equipped with three high pressure boilers. During the summer of 1913 the boiler house will be enlarged, a brick smokestack will be erected, an additional boiler will be installed, and mechanical stokers, modern grates and other improvements will be added. With the plant thus improved and the buildings all provided with weather-stripping, the rooms will be evenly heated in coldest weather.

TRAINING SCHOOL

The Normal Training School, affiliated with the city schools of Aberdeen, consists of the first eight grades, and the course of study for the common schools of the state is followed. The purpose of this school is not to experiment with the children in new and untried methods or strange subjects by unskilled or uninformed teachers. Teachers of experience are in charge of the work and the teaching is done by students who have had a high school course or its equivalent, and besides have had psychology and methods of teaching and have also had daily observation of the work of this Training School under the direction and criticism of the supervisor. Any student who, after a thorough course in psychology and the theory and art of teaching and the additional test of observation in the Training School, shows a lack of the teaching spirit or a want of comprehension of, or adaptation to, child life and nature, is not assigned to any work in the Training School.

The whole aim of the school is to present subjects in such a manner and under such conditions as will best keep the children in health, stimulate all their mental powers to activity and natural growth and incite their moral and emotional nature in a wholesome way. The school is in session from 8:55 to 12:00 o'clock a. m., and from 1:15 to 3:55 o'clock p. m. These sessions are interspersed with physical drills, music and school games. Daily work in sight singing is given under the direction of the supervisor of music, and art work—water color and drawing—is given by the regular Normal art instructor. Hand work, intended to supplement other lines, is introduced in the several grades. Sand table designing, clay modeling, making of weather charts, construction of relief maps, weaving and tying, reed and raffia basketry, and cardboard construction are undertaken in the elementary grades. Girls have sewing in the

fourth, fifth, and sixth grades; in the seventh and eighth grades the time devoted to Domestic Science is divided equally between sewing and cooking. The boys have sloyd and woodwork in the fourth, fifth, sixth and seventh grades; in the eighth grade they are given a course in forge work and blacksmithing. Agriculture will be introduced in the several grades during the new school year. Beginning with September, 1913, a model rural school will be maintained as a part of the Training School. Every grade has two periods each week in the gymnasium.

Close personal supervision and individual attention are distinctive features of the Training School. It would seem to be as nearly an ideal school for a child as one could wish.

EXPENSES

A tuition fee of \$3 and an incidental fee of \$3 for each semester, or half year, are required of all students excepting those in the Training School, where no fees are charged. The statutes of the state provide that each State Senator may issue scholarships remitting the tuition fees of two students from his county and each Representative may issue one scholarship. Blanks for these scholarships will be furnished by the president of the school on application.

The cost of room in the hall is \$12 per semester for each student. Table board, furnished to both young men and young women, costs \$3.00 per week, payable weekly in advance; if paid for four weeks in advance the price is \$2.75 per week. No deductions are made for absences of less than one week and, in order to secure rebate, the preceptress must be given notice at the time of leaving. Single meal tickets are sold at 20 cents, and 21 meal tickets at \$3.75. In addition, every student who rooms in the hall pays \$2 each semester. This is known as the pledge fee and is forwarded with the application for a room. Each member of the boarding club who does not room in the hall pays a similar fee of \$1 at the opening of each semester. The proceeds of the pledge fees are used to replace broken dishes and worn out linen, as well as to repair and renew general furnishings of the hall.

The expenses per year for each young lady student rooming at the hall should not vary far from the following figures:

	Minimum	Maximum
Room rent, 36 weeks	\$24.00	\$ 24.00
Board, 36 weeks	99.00	108.00
Tuition and Incidentals	16.00	20.00
Books, lectures, etc.	8.00	15.00
	<hr/>	<hr/>
	\$147.00	\$167.00

Furnished rooms for young men and young women may be rented in the city at 75 cents per week and upwards, the prevailing price being about \$1 a week per student, where two occupy a single room. Unfurnished rooms are occasionally rented at lower rates. Board in private families may be secured at \$4 per week and upwards. The president will be glad to assist students in securing suitable places for room and board.

For private instruction in piano, voice culture, stringed instruments, and elocution, a fee of \$18 per semester is charged. Piano practice at the school, one hour daily, costs \$3.50 per semester.

The following special fees are charged to cover cost of materials used: Woodwork, metal work and cookery, \$2 each per semester; teachers' manual training, shop work in the Brief Industrial course, physics and sewing, \$1 each per semester.

No fee is charged in chemistry but a deposit of \$2 per semester is required to cover possible breakage. The careful student will be able to secure the return of a part of this amount.

By unanimous vote of the school, a "student activities fee" of \$2 is collected at the beginning of each semester. This gives every student a copy of the school paper, free admission to the entertainment course, and pays for admission to all athletic and declamatory contests.

Each student is asked to deposit two dollars with the secretary as a guarantee against the defacement of buildings and furniture and to replace general equipment which may be broken or removed from the campus. Any balance remaining in the fund at the end of the year will be rebated.

Students are cautioned against leaving money in their rooms or in wraps in cloak rooms. Upon entering school it is well to open a checking account at a local bank. If this is not done, arrangements may be made to leave money on deposit at the secretary's office and draw it out in small amounts as needed.

EIGHTH GRADE GRADUATES

Through the operation of a law passed by the state legislature in 1911, free tuition is provided for eighth grade graduates who may wish to continue their education at a State Normal school; that is, the tuition of \$12 per year must be paid in each instance by the home district if such district does not maintain a High School course. The student, entering under this law, pays his tuition and secures a special receipt which is presented to the district board. A school district warrant is drawn to reimburse the student.

CONDITIONS OF ADMISSION

Graduates of standard High Schools who have completed approved four year courses will be admitted without examination and will be graduated from the Intermediate Normal course in one year and from the Advanced course in two years.

Graduates of standard High Schools who have finished shorter courses will be admitted without examination and will be credited with work done.

Students from all reputable schools will be admitted and credited for work well done and will be classified according to their standing.

Those holding teachers' certificates or eighth grade diplomas will be admitted to the first year's work without examination. Persons of suitable age and maturity who have done irregular work of the quality of eighth grade subjects will be admitted on condition to the Elementary Normal course.

Candidates for admission should not fail to bring diplomas, certificates or other written records of work accomplished elsewhere. These must be in hand on arrival and be presented for record and classification.

AFFILIATION WITH THE STATE UNIVERSITY

All graduates of the Northern Normal and Industrial School who may complete a course of two years, in addition to a four year High School course, entitling them to the five year State Certificate, will be admitted to the Junior year of the State University, and on the completion of sixty-four semester hours will be admitted to the degree of Bachelor of Arts in Education. Of the sixty-four hours, thirty-six shall be given to three subjects—twelve hours in each subject—the elementary portions of which are regularly taught in approved High Schools.

As prerequisite to the three subjects in the Junior and Senior requirements for the degree of B. A. in Education, the student must have pursued, in High School and Normal courses, an amount of work in these three subjects that, in addition to the college requirements, will render the candidate capable of teaching such subjects in the High Schools of the state.

Students deficient in such prerequisites may be required to take work in addition to the twelve hours requirement in any one of the three subjects, to the limit of six semester hours.

Courses in the department of education, to the extent of twelve semester hours in the theory of elementary and secondary education, as may seem desirable to the department of education, will be open

to the candidates for the degree of B. A. in Education, and although not required of the candidate for a degree, the successful pursuit of such courses shall be made the basis of recommendation for appointments to superintendencies and High School principalships.

In addition to the above, the candidate is advised to take work offered by the several departments in the pedagogy of the subjects which he expects to teach.

The remainder of the sixty-four semester hours required for a degree will be open to free election.

Among other institutions which have recognized our graduates may be mentioned the state universities of Minnesota, Wisconsin, Michigan, Wyoming, and Illinois, the University of Chicago, Northwestern University, Milwaukee-Downer, Wellesley College, Stout Institute, and Rockford College.

HIGH SCHOOL GRADUATES

The Northern Normal and Industrial School offers to High School graduates many opportunities for advanced study. The first grade certificate course may be completed in one year; the Advanced Normal course requires two years and leads to the state certificate and life diploma. Our Normal graduates are eagerly sought by leading superintendents of South Dakota and neighboring states. For particulars concerning these courses, see pages 19-32.

LIBRARY AND READING ROOM

The school has a commodious and well appointed reading room, supplied with an abundance of the best current literature, and a good library of useful books. The librarian is in charge, and is constantly ready to assist students with their reference work. Besides a large number of daily and weekly newspapers, the following well selected periodicals are to be found on the reading tables:

American Blacksmith	Journal of Home Economics
American Carpenter and Builder	Ladies' Home Journal
American Journal of Sociology	Lippincott's
American Magazine	Literary Digest
American Machinist	Little Folks
American Penman	Machinery
American Physical Education Review	Manual Training Magazine
Annals of the American Academy	McClure's
Atlantic Monthly	Mechanical Digest
Architecture	Metropolitan
Bookman	Munsey's
Book Review Digest	Nation
Boston Cooking School Magazine	National Food Magazine
	National Geographic Magazine

Boston Journal of Education	Nature Study Review
Brick Builder	North American Review
Campbel's Scientific Farmer	Outing
Century	Outlook
Cement Age	Pacific Monthly
Children's Magazine	Pedagogical Seminary
Classical Review Monthly	Pictorial Review
Collier's	Play Ground Magazine
Country Gentleman	Primary Education
Country Life	Popular Educator
Craftsman	Popular Electricity
Current Literature	Popular Science Monthly
Delineator	Popular Mechanics
Education	Public Libraries
Educational Foundations	Readers' Guide to Periodical Lit-
Educational Review	erature
Electrician and Mechanics	Review of Reviews
Engineering Magazine	St. Nicholas
Etude	Saturday Evening Post
Everybody's	Scientific American and Supple-
Fliegende Blaetter	ment
Forum	School Arts Journal
Foundry	School and Home Education
Gas Engine Magazine	School Board Journal
Good Housekeeping	School Science and Mathematics
Hampton's	Scribner's
Harper's Bazaar	South Dakota Educator
Harper's Monthly	South Dakota Journal of Education
Harper's Weekly	Speaker
Hearst's Magazine	Sunset Magazine
Home Needle Work	Survey
House Beautiful	Teachers' College Record
Housekeeping	Technical World
Independent	Travel Magazine
Index of Dates to Current Events	Vocational Education
International Studio	Woman's Home Companion
Journal of American History	World Today
Journal of Educational Psychology	World's Work
Journal of Geography	Youth's Companion

TEXT-BOOKS

Students are required to furnish their own text-books. These are secured at the Normal bookstore, which occupies a convenient room in the Central building. Many books may be purchased second-hand if desired.

PUBLICATIONS

The institution publishes a quarterly bulletin, one number of which is the annual catalogue.

"The Industrial-Normal Exponent" is a paper issued monthly by the faculty and students of the school. A short story contest is

maintained in connection with this publication for which gold and silver medals are furnished as prizes by Mr. D. G. Gallett of Aberdeen.

"The Pasque" is a richly illustrated publication put out annually by the members of the Junior class.

CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations are volunteer organizations which foster a wholesome spirit of good fellowship in the student body. These are affiliated with the respective state organizations, which are parts of the world-wide Christian movement for young men and young women. Each association holds weekly meetings, carries on the group Bible study work, and plans occasional socials for the school.

SCHOOL ORCHESTRA

Professor Frederic Rogers will continue to direct the school orchestra during the coming year. This organization meets every week for practice, prepares concert programs, and furnishes enjoyable music numbers for the various entertainments of the year. All students who wish to take up the work should bring their instruments with them and report for practice at the beginning of the new semester. No fees are charged.

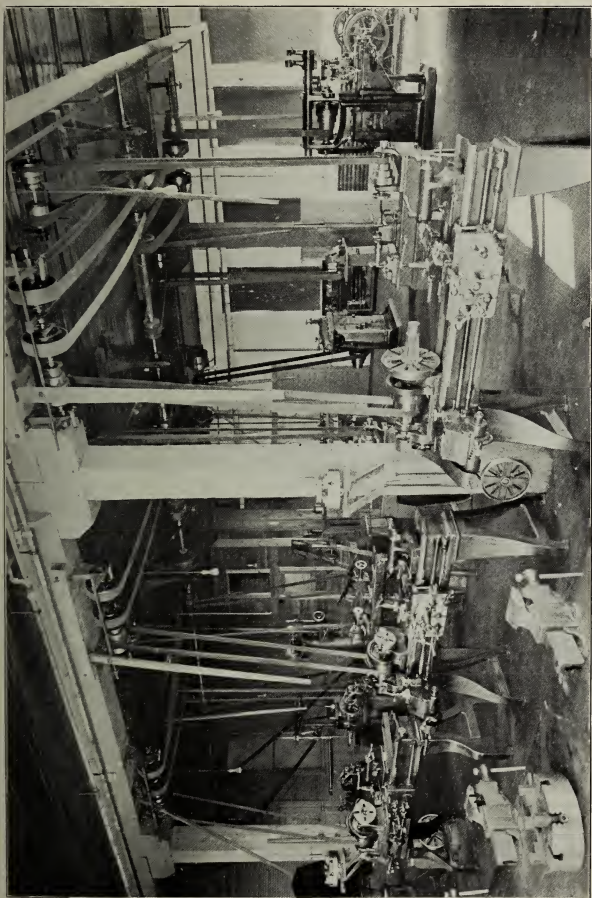
PUBLIC SPEAKING

All students in the classes above the third year prepare two assigned parts yearly in declamation, essay writing, debate or oratory, and these are given on the rostrum.

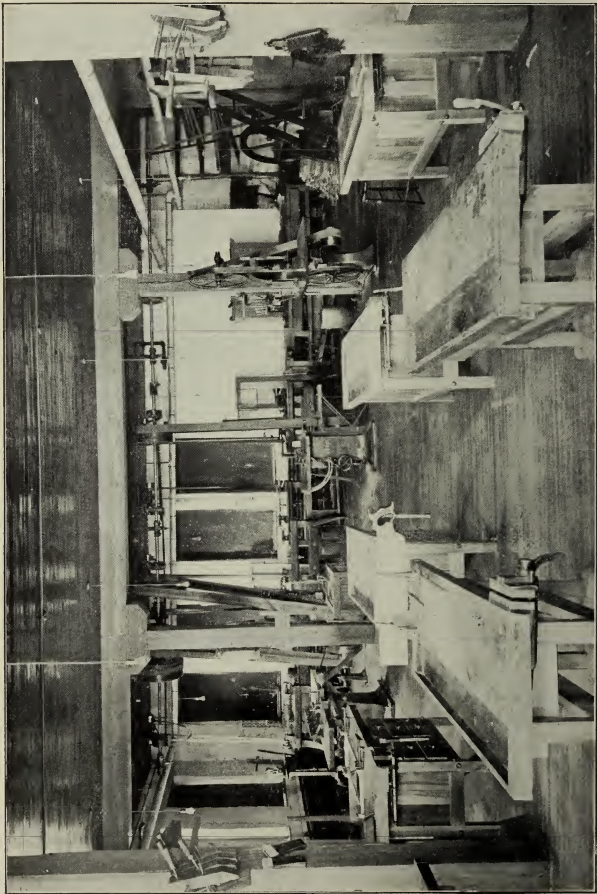
Hon. Isaac Lincoln of Aberdeen, formerly local secretary of the institution, has established a declamatory contest in order to encourage public speaking among the students. This is divided into two sections and gold and silver medals are given to young men and young women who show superiority in the work.

PHYSICAL TRAINING AND ATHLETICS

The importance of good health and sound bodily development is given due recognition in this institution and provision is made for healthful gymnastics, games, and recreations. The generous campus affords abundant room for football and baseball grounds, tennis courts, and a third-mile track, while the large gymnasium is well equipped with apparatus for indoor training. The school maintains strong teams in football, basketball and baseball, having for several years won signal interscholastic honors in the Dakotas in basketball. A director of physical training for women and an athletic coach for



THE MACHINE SHOP



THE WOOD SHOP

men are regularly employed and ample opportunities are provided for this phase of school activity.

HIGH SCHOOL MEET

The faculty has established an annual athletic and declamatory meet for High Schools of South Dakota. This is strictly a High School affair, conducted under the rules of the South Dakota High School Athletic Association, and is held yearly about the first of May. The Normal provides medals for the successful competitors in declamation and for the winners of the various athletic events. The meet is participated in regularly by a goodly number of High Schools and is proving a pronounced success.

ANNUAL ENTERTAINMENT COURSE

For some years the school has maintained a series of artist recitals but in 1913 the Methodist Star Entertainment course was turned over to the school with the result that, during the year 1913-14, the institution will offer a high class general course. To this students will be admitted on presentation of their student activities' tickets. The entertainments provided for the coming season are as follows: The Ben Greet Players in Hamlet; Dr. George E. Vincent, President of the State University of Minnesota, lecturer; the Maurer Sisters, an instrumental quartette; Judge Marcus A. Kavanagh of the Superior Court, Chicago, lecturer; Edmund Vance Cooke, entertainer; The Oratorio Artists, a mixed vocal quartette; Virginia Brooks, the Twentieth Century Joan of Arc, lecturer; and the Cathedral Choir, a double mixed quartette. This is a very expensive course and one that is bound to prove attractive.

SUMMER SCHOOL

The summer school held in June and July of each year has been so well attended as to demonstrate the need for a regular summer session. Tuition, board and room for the six weeks cost only \$30. Many students and teachers are availing themselves of the opportunities thus offered to earn credits which are accepted toward the completion of the several courses of the school. Many also take advantage of the opportunity to secure thorough reviews in the common branches of study. Thus far the state has assumed no responsibility in this connection except to donate the use of the school plant for the annual sessions. The president organizes the summer school each year and calls to his assistance such members of the Normal faculty as are needed to make the work effective. It is hoped that the Regents will soon take charge and make this a part of the regular work of the school.

The joint institute of Brown, Campbell, Corson, Day, Dewey, Edmunds, Marshall, McPherson, Walworth, and Ziebach counties is combined with the summer school and all teachers in attendance the required length of time receive credit for institute work from the county superintendents.

GRADES

Examinations are held in all subjects at the end of each semester and at the close of the summer school. The result of an examination combined with the daily work determines the grade. The grades are reported numerically, 75 being the passing mark. Other than passing grades are reported as follows:

"C", means the student is "conditioned," that is, that the semester's work in a subject, as determined by the daily standing and examination, is unsatisfactory, but such that the student is permitted to work up the subject outside of the class.

"F", failed, means that the semester's work in a subject, as determined by the the daily standing and the examination, is so unsatisfactory that the subject must be dropped, and taken again in class.

"I", incomplete, means that some element of the semester's work is lacking for a final standing, as for example, part of the subject, assigned written work, note books, or examination, and that the grade is withheld pending a completion of the work.

FACULTY CHANGES

With the exception of the school librarian, it is expected that all members of the faculty who were employed during the year 1912-13 will continue with the institution during the coming year. Miss Gullander who has served so acceptably as librarian resigns to continue her work at the State University of Wisconsin. She will be succeeded by Miss Alice Ruth King, a graduate of the Syracuse University, New York, who has had fine experience in library practice. She is highly recommended as a young woman of pleasing personality and splendid ability.

A new faculty member will be added to the list in the person of Mr. H. Howard Biggar, who comes to us from the State Agricultural College of Oregon. Mr. Biggar was graduated from the State College of Agriculture and Mechanic Arts of South Dakota and has pursued advanced courses on the coast. He is a young man of force and ability and will assist Professor Smith in making the Agricultural work of the school exceptionally strong.

Courses of Study

The institution offers courses of study in Normal, Industrial, Household Arts, Business, and Trade lines. In the selection of his work the student is thus afforded a generous opportunity to choose subjects suited to his taste and aptitude.

In harmony with the new certification law passed by the legislature in 1911, there have been constructed three divisions of Normal work which have received the approval of the state department of public instruction. The elementary division, covering a period of two years beyond the approved eight grade course of study of the public schools of the state, has the second grade teacher's certificate as its goal; the intermediate division, consisting of two years' work beyond the first two years in an approved four year High School course, leads to the first grade certificate; and the advanced division—two years beyond an approved four year High School course—commands the state certificate after eighteen months' successful experience in teaching, and the life diploma after forty months' experience. The eighteen months' teaching, preliminary to the granting of the state certificate, is done by authority of a provisional certificate issued by the department of public instruction. Graduates of approved four year high schools who aspire to teach in a single year, may receive the first grade certificate after completing the special list of subjects outlined in connection with the Normal courses.

On the fifteenth of March, 1912, the Superintendent of Public Instruction,—acting in accordance with the provisions of Chapter 136, Session Laws of South Dakota, 1911,—established the following regulations governing the issuance of First and Second Grade teachers' certificates:

- A. At the time of graduation or within one year thereafter, the registrar of the school shall submit a statement, on proper form, concerning the applicant's work. This statement will include the following:
 - a. When and where applicant completed the required Eighth Grade work;
 - b. Record of attendance in this and all other schools above the Eighth Grade;
 - c. Course of Study pursued (beyond the Eighth Grade) including under each subject (1) year when work was done, (2) number of weeks devoted to it, (3) number of recitation periods per week, (4) length of recitation period, and (5) grade obtained.
- B. Attendance:
 - a. For the diploma leading to the Second Grade Certificate, the student must have attended the normal school at least two years, or have received credits in an approved high school for the first and second years, and in addition thereto, one full year's attendance at the normal school.

- b. For the diploma leading to the First Grade Certificate, the student shall have attended the normal school two full years, or have received credit for a four year course in an approved high school, and in addition thereto, one full year at the normal school.
 - c. Every applicant shall have been a resident student for the time certified.
- C. Course of Study:
- a. All subjects required on examination for the grade of certificate sought must appear in each applicant's record.
 - b. The applicant must, at no time during the course, have carried more than 25 hours of work per week.
 - c. The course pursued must be the one approved for that school by this Department; provided, that a reasonable substitution may be accepted, if, in the opinion of the Department, the course is not thereby impaired. It is distinctly understood, however, that when any substitution is made it is at the risk of the applicant and the Department will in no way bind its judgment in passing on the record when application is formally made for the certificate. It is, therefore, strongly urged that the course as approved and advertised be followed absolutely whenever possible. Substitutions made because of the personal preference of the student will not be considered,—the above concession being made only for those who were enrolled previous to the passage of this law or who have attended some other school and therefore cannot, without serious loss of time and effort, take the course exactly as it is offered.
- D. Certificates will be refused to all who do not fully meet the foregoing requirements.

In the Industrial-Normal, Household Arts, Agricultural-Normal, Business, and Manual Training courses the Normal idea is prominently in evidence, but the practical and utilitarian also enter largely into the work. Good cooks, efficient office help, and skilled mechanics are graduated from these courses, and those competent to teach the subjects are prepared for service in the public schools. A Brief Industrial course of two years is designed primarily for farmer lads who cannot enter school until after the fall work is out of the way, and who must return to the country before seeding time in the spring. Classes in carpentry, machine work, agriculture, etc., are therefore organized ten weeks after the opening of school in September and are discontinued ten weeks before the close of the regular school year, thus providing for eight weeks' work in each semester.

Vocational training is greatly in demand at the present time and a start in Trade lines was made with the year 1911-12. Courses in Carpentry, Blacksmithing, Architecture, Machine Work, and Applied Electricity are now offered and other courses will be added to the list as the needs of the situation may require.

In the outline which follows the plan of work provides for fifty minute periods (laboratory subjects double time) and the number of weekly recitations is indicated for each subject.

NORMAL COURSES OF STUDY

Elementary Course—Leading to Second Grade Certificate

Constants:

Reading and Grammar	5 hours
United States History	5 hours
Physiology and Hygiene	5 hours
Arithmetic	5 hours
Geography	5 hours
South Dakota Geography, History, and Civics.....	5 hours
Penmanship and Spelling	5 hours
State Course of Study and Practice	10 hours
Agriculture	5 hours
Music	5 hours
Drawing	5 hours

 60 hours

Electives, chosen from list on pages 29 and 30.....	20 hours
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Total	80 hours
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Intermediate Course—Leading to First Grade Certificate

Constants:

Physiology and Hygiene	5 hours
Penmanship and Spelling	5 hours
South Dakota Geography, History, and Civics.....	5 hours
Composition and Rhetoric	10 hours
Algebra	10 hours
Plane Geometry	10 hours
English and American Literature	10 hours
Music	5 hours
Drawing	5 hours
General Methods (including Methods in Agriculture).....	5 hours
School Management (including School Law)	5 hours
Elementary Psychology	5 hours
Physiography	5 hours

Reviews (Reading, Grammar, Arithmetic, Geography, U. S.	
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History and Physiology)	10 hours
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Current Events	1 hour
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Practice Teaching	10 hours
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106 hours

Electives chosen from list on pages 29 and 30.....	54 hours
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Total	160 hours
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Advanced Course—Leading to State Certificate and Life Diploma**Constants:**

English	30 hours
History (including American History and Civics pursued after the 10th grade)	20 hours
Algebra	10 hours
Plane Geometry	10 hours
Science	10 hours

The ten hours' work in science to be selected from the following:

Physics 10	
Chemistry 10	
Botany 5 or 10	
Zoology 5 or 10	
Physiography 5	
Geology 5	
Psychology	5 hours
History of Education	5 hours
Sociology	5 hours
Pedagogy (including Child Study)	5 hours
Methods and Observation	5 hours
School Management (including School Law)	5 hours
Music, Adv.	5 hours
Drawing, Adv.	5 hours
Reviews (Reading, Grammar, Arithmetic, Geography, U. S. History and Physiology)	10 hours
Practice Teaching	10 hours

140 hours

Electives, chosen from list on pages 29 and 30100 hours

Total240 hours
Notes on the Foregoing Courses

1. In explanation of the term "hours" as used in these courses, it may be said that a student taking four subjects, each of which recites five days a week, will be able to earn credit for 20 semester hours each semester, or 40 semester hours during the school year. The semester hour is a recitation period of at least 45 minutes.

2. For the diploma leading to the second grade certificate, the student must have attended the Normal School, at least two years, or have received credits in an approved High School for the first and second years, and in addition thereto, one full year's attendance at the Normal School. (Regents' resolution and Educational Department ruling.)

3. For the diploma leading to the first grade certificate, the student shall have attended the Normal School two full years, or have received credits for a four years' course in an approved High School, and in addition thereto, one full year at the Normal School. (Regents' resolution and Educational Department ruling.)

4. Graduates of approved four year High Schools may complete the Advanced course in two years, and all such graduates enrolling for Normal work are strongly urged to enter this course.

5. Graduates of the Elementary Normal course will be able to finish the Intermediate course in two years. Likewise, graduates of the Intermediate course may complete the Advanced course in two years.

6. A graduate of the Intermediate Normal course who does not elect the third year of English, the two years of History, and the year

of Science required for entrance to the Advanced Normal course, may pursue these subjects in the Advanced course instead of taking required subjects in which he has already earned credits.

7. If students in the Advanced course are found to be deficient in penmanship, spelling and the elements of composition they are required to enter classes in these subjects.

8. Students in the Elementary and Intermediate courses who show proficiency in spelling and penmanship may, on examination, be excused from these subjects.

9. Students holding first or second grade certificates, supplemented by at least six months' teaching experience, may omit the Reviews in the Advanced course and substitute therefor advanced electives.

10. On permission of the Faculty, students may take 25 hours' work each semester, this being the maximum amount permitted in any case. Thus the way is opened for 10 hours' additional elective work each year. (Regents' resolution and Educational Department ruling.)

11. No credit can be given for High School Physics, Chemistry, or Trigonometry if pursued before the third year, nor for Economics, if taken before the fourth year.

12. No credits below the ninth grade will be permitted to apply on any Normal course.

13. In choosing electives, the student will select studies from the group corresponding to the year of the course which he is pursuing. Deviations from this regulation will require faculty approval.

14. By properly choosing electives, the student may specialize in English, Latin, German, French, Science, History, or Mathematics.

15. These courses have been approved by the Department of Public Instruction and the student bringing credits from other schools can readily see just what required work must be completed before a teacher's certificate or diploma may be obtained.

16. When first and second grade certificates are issued to graduates, it will be necessary for each recipient to secure the County Superintendent's signature and to pay a fee of one dollar.

OUTLINE OF THE NORMAL COURSES

Elementary Course—Leading to Second Grade Certificate

First Year

First Semester		Second Semester	
Physiology and Hygiene.....	5	Reading and Grammar	5
United States History	5	South Dakota Geography, His-	
Geography	5	tory, and Civics	5
Elective	5	Arithmetic	5
		Elective	5

Second Year

State Course of Study and		State Course of Study and	
Practice	5	Practice	5
Penmanship and Spelling	5	Agriculture	5
Drawing	5	Music	5
Elective	5	Elective	5

Intermediate Course—Leading to First Grade Certificate

First Year

English I (Composition and		English I (Composition and	
Rhetoric)	5	Rhetoric)	5
Algebra	5	Algebra	5
Physiology and Hygiene	5	South Dakota Geography, His-	
Elective	5	tory, and Civics	5
		Elective	5

Second Year

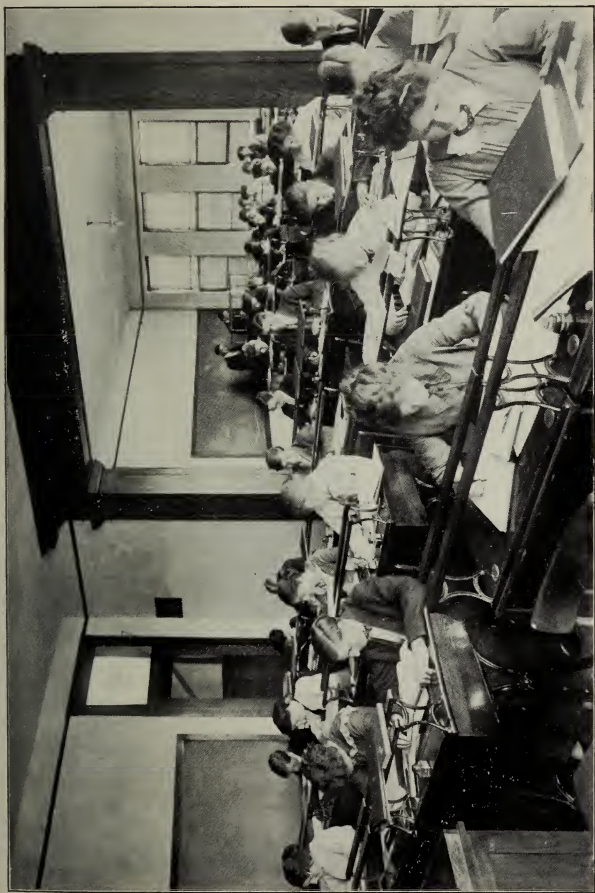
English II		English II (American Litera-	
Penmanship and Spelling.....	5	ture)	5
Drawing	5	Agriculture	5
Elective	5	Music	5
		Elective	5

Third Year

Plane Geometry		Plane Geometry	
General Methods (including		School Management (including	
Methods in Agriculture)....	5	School Law)	5
Elementary Psychology	5	Physiography	5
Elective	5	Elective	5

Fourth Year

Reviews (Arithmetic, United		Reviews (Reading, Grammar,	
States History, and Phy-		and Geography	5
siology)	5	Current Events	1
English	5	English	5
Practice Teaching	5	Practice Teaching	5
Elective	5	Elective	5



THE BOOKKEEPING ROOM

THE DRAFTING ROOM



Advanced Course—Leading to State Certificate and Life Diploma

The Intermediate Normal course or an approved four year High School course will prepare for the Junior year of the Advanced course. Only the last two years of this course are outlined.

Junior Year**First Semester**

Reviews (Arithmetic, United States History, and Physiology)	5
Psychology	5
General Methods (including Methods in Agriculture)	5
Elective	5

Second Semester

Reviews (Reading, Grammar, and Geography)	6
History of Education	5
School Management (including School Law)	5
Elective	5

Senior Year

Pedagogy (including Child Study)	5
Music, Adv.	5
Practice Teaching	5
Elective	5

Sociology	5
Drawing, Adv.	5
Practice Teaching	5
Elective	5

SUGGESTIVE OUTLINE**For Graduates of Four Year High Schools Who Would Complete the Intermediate Normal Course in One Year**

General Methods (including Methods in Agriculture)	5
Elementary Psychology	5
Reviews (Arithmetic, United States History, and Physiology)	5
Practice Teaching	5
Elective	5

School Management (including School Law)	5
Current Events	1
Reviews (Reading, Grammar, and Geography)	5
Music	2
Drawing	2
Practice Teaching	5
Elective	5

INDUSTRIAL-NORMAL COURSE**Leading to State Certificate and Life Diploma**

Entrance requirements for regular students: Graduation from the Intermediate Normal course or an approved High School course.

Junior Year

Freehand Drawing	5
Forging or Elementary Woodwork	10
Psychology	5
Methods and Observation	5

Mechanical Drawing	5
Machine Shop Practice or Joinery	10
History of Education	5
School Management (including School Law)	5

Senior Year

Mechanical Drawing	5
Literature of Manual Training	5
Advanced Machine Shop Practice or Cabinet Making	10
Practice Teaching	5

Architectural Drawing	5
Machine Construction or Pattern Making and Moulding ..	10
Organization of Manual Training	5
Practice Teaching	5

HOUSEHOLD ARTS COURSE**Leading to State Certificate and Life Diploma**

Entrance requirements for regular students: Graduation from the Intermediate Normal course or an approved High School course.

Junior Year

First Semester		Second Semester	
Food Study	4	Physiology and Home Nursing	4
Cookery	4	Cookery	4
Sewing	4	Sewing and Drafting	4
Inorganic Chemistry	5	Organic Chemistry	5
Psychology	5	History of Education	5
Methods and Observation	5	School Management (including School Law)	5

Senior Year

Household Management	5	Dietetics, Organization, and Equipment	5
Bacteriology	4	Chemistry of Foods	4
Advanced Cookery	4	Table Service and Invalid Cookery	4
Dressmaking	4	Art Needlework and Textiles..	4
Practice Teaching	5	Practice Teaching	5
Design	5	Art Decoration (Optional)	5

AGRICULTURAL-NORMAL COURSE**Leading to Second Grade Certificate; Especially Designed for Rural School Teachers**

Entrance Requirements: Graduation from the Eighth Grade, followed by a preparatory course in Penmanship, Spelling, Physiology, Geography, United States History, South Dakota History, and Civil Government.

First Year

Nature Study	}	Practical Agriculture }	
Agricultural Zoology } 5	Agricultural Botany . } 5
Practical Problems in Chemistry and Physics	5		
Freehand Drawing	5	Design	5
Arithmetic	5	Music	5

Additional Subjects for Young Men:

Elementary Woodwork	5	Carpentry	5
		Farm Engineering & Masonry	5

Additional Subjects for Young Women:

Elementary Cooking }		Chemistry of Foods and Bacteriology	5
Elementary Sewing . } 5	Cooking and Food Study }	
		Plain Sewing	5

Second Year

Soils and Fertilizers }		Methods in Agriculture }	
Plant Breeding	5	Rural Life Problems } 5
Mechanical Drawing	5	Mechanical Drawing	5
Reading and Grammar	5	English (farm themes)	5
State Course of Study and Practice	5	State Course of Study and Practice	5

Additional Subjects for Young Men:

First Semester		Second Semester	
Metal Work	5	Forge Practice	5

Additional Subjects for Young Women:

Dressmaking	}	Table Service and Dietetics	}
Household Management		Sanitary Science	
	... 5		5

BUSINESS COURSE**Preparing for Teaching and for Office Practice**

Shorthand	5	Shorthand	5
Typewriting	10	Typewriting	10
Penmanship and Spelling	5	Penmanship and Spelling	5
Bookkeeping	5	Bookkeeping	5
Commercial Arithmetic	5	Commercial Law	5

INDUSTRIAL COURSES**Manual Training Course****First Year**

Freehand Drawing	5	Freehand Drawing	5
Woodwork	10	Cabinet Making	10
Elective	10	Elective	10

Second Year

Mechanical Drawing I.....	5	Mechanical Drawing I	5
Forging	10	Forging and Pipe Fitting	10
Elective	10	Elective	10

Third Year

Mechanical Drawing II	5	Architectural Drawing	5
Pattern Making and Foundry Practice	10	Pattern Making and Foundry Practice	10
Elective	10	Elective	10

Fourth Year

Machine Drawing	5	Machine Drawing	5
Metal Work	10	Machine Shop Practice.....	10
Elective	10	Elective	10

Brief Course For Farm Boys

Offered during the last eight weeks of the first semester and the first eight weeks of the second semester.

First Year

Carpentry, Forging	20	Carpentry, Blacksmithing	20
Mechanical Drawing	5	Mechanical Drawing	5
Agriculture	10	Agriculture	10

Second Year

Machine Work, Masonry	20	Farm Engineering, Concrete Work	20
Architectural Drawing	5	Architectural Drawing	5
Agriculture	10	Agriculture	10

TRADE COURSES**Carpentry****First Year**

First Semester	
Framing, Millwork, Outside	
Finishing	20
Architectural Drawing	10
Theory	5

Second Semester	
Framing, Millwork, Outside	
Finishing	20
Architectural Drawing	10
Theory	5

Second Year

Cabinet Making, Inside Finish-	
ishing, Masonry	20
Architectural Drawing	10
Theory	5

Cabinet Making, Inside Finish-	
ing, Masonry	20
Architectural Drawing	10
Theory	5

Blacksmithing**First Year**

Forge Work, Machine Shop....	25
Mechanical Drawing	5
Theory	5

Forge Work, Machine Shop....	25
Mechanical Drawing	5
Theory	5

Second Year

Forge Work	25
Mechanical Drawing	5
Theory	5

Hand and Power Forging,	
Practice in Com'l. Shops....	25
Mechanical Drawing	5
Theory	5

Architecture**First Year**

Mechanical Drawing, Freehand	
Drawing	20
Joinery	10
History of Architecture	5

Architectural Drawing, Per-	
spective	20
Framing	10
History of Architecture	5

Second Year

Architectural Drawing, Inter-	
ior Decoration	20
Forge Work, Pattern Making	
and Foundry Practice	10
Construction and Strength of	
Materials	5

Architectural Design, Furni-	
ture Design	20
Machine Shop, Masonry	10
Theory of Architecture	5

Machine Work**First Year**

Machine Shop Practice	20
Machine Drawing	10
Machine Shop Theory	5

Machine Shop Practice	20
Machine Drawing	10
Machine Shop Theory	5

Second Year

Machine Construction	20
Machine Design	10
Machine Shop Theory	5

Machine Construction	20
Machine Design	10
Machine Shop Theory	5

Applied Electricity**First Year**

First Semester		Second Semester	
Mathematics (Algebra)	5	Mathematics (Geometry)	5
Physics	8	Physics	8
Chemistry	8	Chemistry	8
Mechanical Drawing (Projections and Shop Drawing)..	5	Mechanical Drawing (Engine Details)	5
Pattern Making and Foundry Practice	9	Forging	9

Second Year

Mathematics (Trigonometry)..	5	Mathematics (Analytics)	5
Mechanism and Strength of Materials	5	Steam Engines and Steam Boilers	5
Electricity (Generation and Transmission)	10	Electricity (Motors and Lighting)	10
Mechanical Drawing (Dynamic Details and Wiring Plans) ..	5	Mechanical Drawing (Power Plants)	5
Machine Work	10	Dynamo Construction	10

TABLE OF ELECTIVES**Group I**

First Semester	Second Semester
English I	English I
Latin I	Latin I
Grecian History	Roman History
Algebra	Algebra
Geography	Arithmetic
U. S. History	Reading and Grammar

Group II

English II	English II
Latin II	Latin II
German I	German I
Mediaeval History	Modern History
Bookkeeping	Agriculture
Zoology	Botany
State Course of Study and Practice	State Course of Study and Practice

Group III

English III	English III
Latin III	Latin III
German II	German II
French I	French I
English History	English History
Chemistry I	Chemistry I
Plane Geometry	Plane Geometry

Group IV

English IV	English IV
Latin IV	Latin IV
German III	German III
French II	French II
Civics	American History
Physics I	Physics I
Mathematical Geography	Physiography
Solid Geometry	Higher Algebra

First Semester	Group V	Second Semester
English V		English V
Latin V		Latin V
German IV		German IV
French III		French III
German I, Adv.		German I, Adv.
Trigonometry		Analytic Geometry
Animal Histology		Plant Histology
Chemistry II		Chemistry II
Advanced Agriculture		Teachers' Manual Training
Mechanic Arts		Mechanic Arts
Domestic Science		Domestic Science
	Group VI	
English VI		Pedagogy
Latin VI		Sociology
Pedagogy		English VI
Sociology		Latin VI
German V		German V
French IV		French IV
Constitutional History		Constitutional History
Geology		Astronomy
Physics II		Physics II
Economics		Economics
Drawing and Painting		Drawing and Painting
Mechanic Arts		Mechanic Arts
Domestic Science		Domestic Science

SCHEDULE OF RECITATIONS, 1913-14

Forenoon Hours	Afternoon Hours
First Period 8:00- 8:50	Fifth Period 1:15-2:05
Second Period 8:55- 9:45	Sixth Period 2:10-3:00
Third Period 10:15-11:05	Seventh Period 3:05-3:55
Fourth Period 11:10-12:00	Eighth Period 4:00-4:50

	Group I	
Period	First Semester	Second Semester
1 or 3	English I	English I
3	Latin I	Latin I
2	Grecian History	Roman History
1 or 3	Algebra	Algebra
1	Geography	Arithmetic
6	United States History	Reading and Grammar
4	Physiology and Hygiene	South Dakota Geography, History and Civics
5 & 6	Elementary Woodwork	Carpentry
	Gymnastics	Gymnastics
1 or 2	Freehand Drawing	Freehand Drawing
3 & 4	Woodwork	Cabinet Making
3 & 4	Forging	Forging and Pipe Fitting
5 & 6	Carpentry, Forging	Carpentry, Blacksmithing
1	Mechanical Drawing	Mechanical Drawing
2	Agriculture	Agriculture
1 & 2	Nature Study	Practical Agriculture
1 & 2	Agricultural Zoology	Agricultural Botany
5 & 6	Practical Problems in Physics and Chemistry	Farm Engineering and Masonry
4	Freehand Drawing	Design
1	Arithmetic	Music
5 & 6	Elementary Cooking	Chemistry of Foods
5 & 6	Elementary Sewing	Bacteriology

Group II

Period	First Semester	Second Semester
5	English II	English II (American Literature)
2	Latin II	Latin II
6	German I	German I
1	Mediaeval History	Modern History
5 & 6	Zoology	Botany
5	State Course of Study and Practice	State Course of Study and Practice
2		Agriculture
3	Drawing	Music
	Gymnastics	Gymnastics
2	Penmanship and Spelling	Penmanship and Spelling
1 or 2	Mechanical Drawing I	Mechanical Drawing I
3 & 4	Forging	Forging
1	Dressmaking	Table Service and Dietetics
1	Household Management	Sanitary Science
	Typewriting	Typewriting
6	Bookkeeping	Bookkeeping
1	Commercial Arithmetic	Commercial Law
5	Shorthand	Shorthand
5 & 6	Soils and Fertilizers	Rural Life Problems
5 & 6	Plant Breeding	Methods in Agriculture

Group III

4	English III	English III
4	Latin III	Latin III
7	German II	German II
2	French I	French I
6	English History	English History
2 or 7	Plane Geometry	Plane Geometry
3 & 4	Chemistry I	Chemistry I
1	Methods and Observation	Management and School Law
7	Elementary Psychology	Physiography
	Gymnastics	Gymnastics
5 & 6	Pattern Making and Foundry Practice	Pattern Making and Foundry Practice
1 or 2	Mechanical Drawing II	Architectural Drawing

Group IV

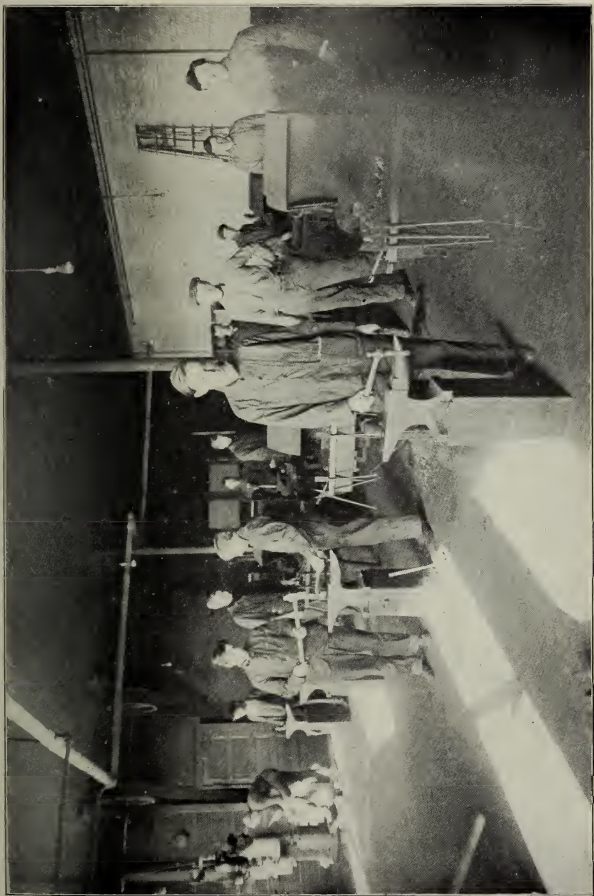
6	English IV	English IV
5	Latin IV	Latin IV
7	German III	German III
4	French II	French II
2	Solid Geometry	Higher Algebra
4	Civics	American History
5 & 6	Physics I	Physics I
3	Mathematical Geography	Physiography
7	Review Arithmetic, United States History and Physiology	Review Reading, Grammar and Geography
2	Reading and Public Speaking	Reading and Public Speaking
2	Practice Teaching	Current Events
	Gymnastics	Practice Teaching
		Gymnastics

Group V

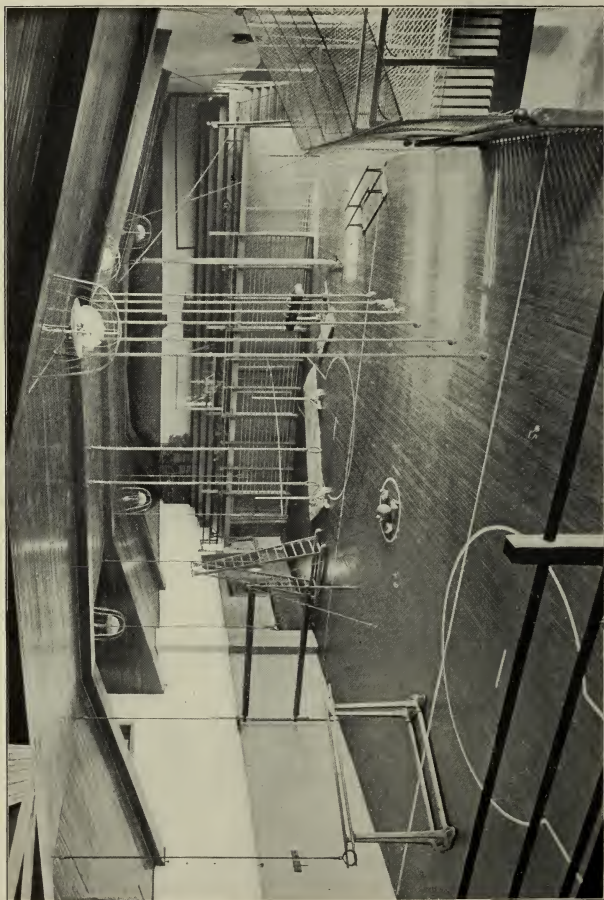
Period	First Semester	Second Semester
2	English V	English V
7	Latin V	Latin V
7	German IV	German IV
5	German I, Adv.	German I, Adv.
1	French III	French III
7	Trigonometry	Analytic Geometry
3 & 4	Animal Histology	Plant Histology
1 & 2	Chemistry I	Chemistry II
7 & 8	Advanced Agriculture	Teachers' Manual Training
7	Review Arithmetic	Review Reading, Grammar and Geography
	United States History and Physiology	
7	Psychology	History of Education
1	General Methods	School Management and School Law
	Gymnastics	Gymnastics
1 & 2	Freehand Drawing	Mechanical Drawing
3 & 4	Woodwork	Joinery
3 & 4	Forging	Machine Shop Practice
2	Food Study	Physiology and Home Nursing
7 & 8	Cookery and Sewing	Cookery and Sewing
3 & 4	Inorganic Chemistry	Organic Chemistry
	Mechanism and Strength of Materials	Steam Engines and Steam Boilers
5 & 6	Electricity	Electricity
1 & 2	Mechanical Drawing	Mechanical Drawing
5 & 6	Machine Work	Dynamo Construction

Group VI

1	English VI	English VI
1	Latin VI	Latin VI
1	German V	German V
1	French IV	French IV
4	Geology	Astronomy
6	Pedagogy	Pedagogy
2	Sociology	Sociology
6	Constitutional History	Constitutional History
7 & 8	Physics II	Physics II
5	Economics	Economics
3	Drawing	Painting
3	Music, Adv.	Drawing, Adv.
	Practice Teaching	Practice Teaching
	Gymnastics	Gymnastics
6	Pedagogy and Child Study	Sociology
1 & 2	Mechanical Drawing	Architectural Drawing
5 & 6	Advanced Machine Shop Practice	Machine Construction
3 & 4	Cabinet Making	Pattern Making and Moulding
7 & 8	Literature of Manual Training	Organization of Manual Training
1	Household Management	Dietetics, Organization and Equipment
1 & 2	Bacteriology	Chemistry of Foods
5 & 6	Dressmaking	Art Needle Work and Textiles
5 & 6	Advanced Cookery	Table Service and Invalid Cookery
4	Design	Art Decoration



THE FORGE ROOM



THE GYMNASIUM

Departments of Instruction

EDUCATION

The purpose of this department is to examine the fundamental principles—philosophical, historical and psychological—which underlie a scientific theory of education, considered as a human institution. The processes and the problems of education are examined and an attempt is made to formulate a philosophical basis for educational doctrine and practice.

Psychology—The study of psychology is pursued in a Normal School chiefly for the purpose of increasing the teaching power of the student. In a secondary sense, it serves as a general culture study. It is pre-eminently the study of human nature from infancy to old age. It is a direct study of one's own mental life and a more or less indirect study and interpretation of the mental life of others. It never contradicts common sense or the intuitive and instinctive acts of individuals or groups of individuals. The study of psychology rightly pursued touches life in all relations and under all conditions. It is a study of the whole life, with a view of adapting one's self to rational conditions.

The elementary work in this school is based on Halleck's *Psychology and Psychic Culture*, while the advanced work is based on James' book. The text is supplemented by lectures, library reading, class discussions and reports of observations in specific fields. One semester of eighteen weeks is given to each line of work.

History of Education—One semester is spent in the study of the history of education. This belongs to the Junior year of the Advanced Normal course and is intended to supply the student with the correct notion of what ought to be done in view of the knowledge of what has been done in the past. The pedagogy of the schools of Greece, Rome, Germany, France and England forms the basis of this study. The great educators, their philosophy, and their chief works are examined and compared with a view to forming correct educational ideas. The class room work is supplemented by assigned reading on different topics.

Methods and Observation—In methods the common branches are outlined, the essentials for each grade being given both from the standpoint of the rural and of the graded school. A series of model lesson plans is developed in each branch. Methods in school management are given and include the seating and passing of classes, the care of the school rooms as to light, heat and ventilation, and the inspection of the school grounds. Much library work is required in this subject. The work is designed to be the connecting link between

theory and practice. It is divided between general and special methods, elementary science occupying a prominent place in the latter division. The science study covers the phases of the various sciences which are most used in the lower grades of our schools. Agriculture, botany, zoology, physics, chemistry and meteorology are considered.

Before becoming a practice teacher the student is required to observe the work of the different grades in the Training School. During this time it is expected that he will become familiar with the general plan of the school and will be ready to indicate any preference he may have as to the grade in which he is to practice. The student is required to hand a written report of each recitation observed to the director of the Training School or to the critic under whom he is observing. To insure attention to fundamental points he is provided with an outline which is used as a guide in the observations.

A brief course in library science is made a part of the work in methods. Its design is to teach the student the intelligent use of books and the manner of selecting and administering a small school library.

School Management—This course supplements the work in Methods and Observation. It aims to furnish the prospective teacher with a compendium of precepts that will aid him in the mastery of technique, to interpret these precepts in the light of accepted psychological principles, and to unite both precepts and principles into a coherent and fairly comprehensive system.

Pedagogy—The course in pedagogy in the Senior year is designed for students who have had considerable work along professional lines, and will vary somewhat according to their needs. It will include work in school and class management, school organization, courses of study, and allied subjects. Much reading will be done in the library and reports will be made on assigned topics. This course presupposes work in psychology, history of education, and methods.

Child Study—This course in the physical and mental development of children is supplementary to the prescribed course in pedagogy. It is designed to discuss the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher, and it will seek to give him adequate training in the concrete study of child life. Work in the reference library is an important part of the subject, and reports of children observed are required.

School Law—South Dakota statutes relating to the general subject of education are carefully studied as a part of the course in

school management. State and county supervision, school corporations, powers and duties of district school boards, teachers and schools, compulsory education, text-books, school libraries, humane treatment of animals, and special temperance instruction in physiology are some of the topics considered.

Practice Teaching—In order to give the student the equipment of actual school room experience, teaching one hour a day throughout the senior year is required as a minimum of practice. Each practice teacher, under the supervision and guidance of a critic teacher, is responsible for the discipline of the class and the appearance of the room as well as for the proper presentation of lessons. The practice teacher is required to prepare a detailed plan of each lesson and have it approved before taking charge of the school. Additional practice work may be elected when the practice classes are not crowded.

State Course of Study and Practice—This course is offered to meet, as nearly as possible, the needs of those who will go out at the end of two years' work to teach in the common schools of South Dakota. It will include a careful survey of the state course of study, in which the different branches will be taken up from the standpoint of subject matter, sequence, and method of presentation. It will also include observation, writing of lesson plans, and some teaching. The constant endeavor will be to make this a very practical course for those whose time is limited.

Current Events—In the second semester of the fourth year of the Intermediate Normal course, weekly drill is given in current events. Affairs at home and abroad are discussed and analyzed.

GEOGRAPHY AND SOCIAL SCIENCES

Geography

Of all the common school subjects, geography has the widest sphere of relations. It deals with the phenomena of nature and of man. Climate and physiographic features in a large measure control man's economic conditions and industries, and through these affect all his life. Civilized man, however, does not passively accept geographical conditions, but in organized social endeavor brings about a transformation of nature to his own ends. Geography shows how man's life is conditioned and influenced by the earth and how he utilizes these conditions for his own good.

Equipment—The equipment for teaching geography includes a good collection of recently published political and physical maps, an 18-inch Mitchell pendent globe, an 18-inch Houghton slated globe, a fine mercurial barometer, maximum and minimum registering ther-

mometers, a collection of consular reports, geographical atlases, folios, bulletins and reports, files of the Monthly Weather Review, weather maps, a large mapping table, a sand table and filing cabinet.

Physiography—The work in physiography includes an eight weeks' course in meteorology and an eleven weeks' course in physiography proper. In meteorology the general properties of the atmospheric envelope are studied and a careful examination is made of areas of high and low pressure, isobaric and isothermic charts being constructed by students from data obtained from the United States weather bureau. In a similar manner data are obtained from which a complete weather map is made by each student. In addition to a study of wind zones, cyclones and anticyclones, some special attention is given to the tornado and Chinook winds.

In physiography a study is made of the land surface and of the evolution of relief forms. The principal physiographic processes and features are studied, each being taken up by a careful study of some actual type, the physiography of the United States being thus thoroughly covered. The environment of the school permits a study at first hand of a typical young plain, the level bed of glacial Lake Dakota, and the attendant phenomena of a young meandering river. The field work includes trips to the outside of this lacustrine plain, to the characteristic rolling topography of the glacial drift, the study of minor glacial lake beds in the vicinity and an optional trip to Big Stone Lake crossing the three outer terminal moraines of the Dakota lobe of the ice sheet.

Geography—This course includes a review of the principal facts of political geography from the point of view of natural resources, industries and the exchange of commodities. The industrial geography of the United States is made the basis for the study of economic conditions. Not only is our own economic geography the nearest related to the student's experience and conceptions, but it is also the best illustration of the principle of organization of the subject. Here extensive agricultural and grazing areas alternate with great mining and manufacturing centers and are co-ordinated with a division of labor equally great in the power of social adjustment.

Mathematical Geography—The motions, form and position of the earth are studied as determining such conditions as latitude and longitude, map projections, government land survey, standard and local time, solar and sidereal day, the calendar, seasons and zones. Considerable practical and library work is required, such as the determination of latitude from the altitude of the sun at apparent noon and the declination tables in the Nautical Almanac.

Review Geography—This is a half semester advanced course and is designed to give the prospective teacher some knowledge of modern geographic data, their organization and method of adaptation for the common school grades. A study is made of the preliminary geography work which should be done before the text-book is used, as well as the formal geography study. Among the important topics of the course are a study of local geography, natural features, mapping, moulding and the imaginary journey.

South Dakota Geography, History and Civil Government—To prepare for the requirements of the state course of study in South Dakota geography, history and civil government, these subjects are offered in the second semester of the first year of the Normal course. The work in geography comprises a careful study of the surface features of the state, including a study of glaciated portions east of the Missouri River, and the Black Hills and Bad Lands west of it; the climate, soil, and products; and the cities and institutions of the state. In civil government the state legislature, executive department, judicial system, county, township, town, city, and the public school system are given careful consideration. A brief study is also made of the constitution of the United States and of nominations and elections.

Social Sciences

The social sciences include the subjects which deal with the institutions of mankind. While the forces of society that have shaped and moulded institutions antedate recorded history, a systematic and organic study of them has been made only in recent times. Since the work of the teacher is that of an organic formative social force, assisting the child in preparation for social participation, it seems eminently fitting in this institution, designed to train teachers as well as to give technical industrial and general culture, that the work of this department should occupy a prominent place in our courses.

Sociology—The purpose of this study is to develop a comprehensive view of the complex relations of humanity and acquaint the student with the social elements, functions and processes. The institutions, social organisms and aggregates of contemporaneous society are studied, not so much with a view to making social reformers as to the giving of a rational and balanced conception of society. To this end a study of normal conditions, ideals and processes is emphasized more than a study of pathological conditions.

Economics—This course consists of a study of material wants and their satisfaction, the production of economic goods, their exchange and distribution. The importance of a rational view of the world of industry is apparent when we realize how much time and

human energy is expended in the satisfaction of material wants, and how much of crime and misery, as well as virtue and happiness, center about the production and use of wealth.

Civil Government—A presupposition for this study is a fair knowledge of the history of the United States and of the elements of civil government. A study is made of local civic institutions, of state government as illustrated in the constitution and administration of the government of South Dakota, and of the federal constitution and the administration of our national government. Some special study is made of municipal government, of the machinery of political parties, and of civic problems as illustrated in current or recent events which indicate civic processes or tendencies. Considerable library work is done, the library having a good list of reference books besides many valuable governmental publications, such as state reports, state codes and bound volumes of the Congressional Record.

Commercial Law—The aim of this course is to enable the student to understand the elements of law as applied to the conduct of business, not to make lawyers, but to give a rational conception of legal rights and limitations. A study is made of such topics as contracts, sales and transfers of property, negotiable paper, partnership and corporations, agency, insurance, and a brief study of pleading and practice.

HISTORY

The courses in history assume a class well prepared in the elementary history of the United States. The methods in use require much library work. Students are assigned special subjects for research work and are required to prepare and deliver before the class their productions from the reading on these subjects. Analysis of the subject is an important feature of history study; therefore, each student is required to make a detailed analysis from time to time, thus avoiding the error of having it all prepared by the instructor. It is planned to direct the reading and study in such a manner as to call decided attention to the relations of events.

Grecian and Roman History—This subject extends through the first year of the courses. In the first semester, it includes a brief survey of the ancient Egyptian and Babylonian civilizations and the study of Grecian history from the Mycenaean period to the Roman conquest. During the second semester, the history of Rome is considered from the early Etruscan period to the revival of the Empire in 800, A. D.

Mediaeval and Modern History—This subject is offered in the first and second semesters of the second year. The first semester's

work is planned to give a general idea of the trend of society from the ancient to the modern order, and considers the development of European history from 800, A. D., through the period of the Hundred Years' War. Especial attention is given to the influences of the mediaeval church and the formation of nations. During the second semester the work treats of events from the time of the renaissance through the readjustment of Europe by the Treaty of Vienna.

General History of England—This course is elective and extends through both semesters of the third year. Its aim is to give a general idea of English history from the earliest historical period to the end of the Victorian era. Effort is made to trace the growth of legal and political institutions and colonial policies as well as social and religious developments. Research work is required throughout the year.

American History—This is an advanced course, following immediately the work in civics, during the second half of the fourth year. A review of the events with the causes leading to the settlement of the American colonies is given, but the formation of the Union, the Civil War and the reconstruction of the states receive the most prominent place in the course. Special emphasis is laid upon the principles underlying the development of the political life and the institutions of the American people.

United States History—This is a semester subject offered during the first year of the Elementary Normal course and is planned as a brisk review of the essential events and movements in the history of our country.

Review United States History—This is an advanced professional course required of all Intermediate and Advanced Normal students. Attention is given to methods of teaching the subject.

Constitutional History—This course is planned to make a careful study of the growth of the English constitution. During the year the political constitutions of other countries will be considered for the purpose of comparison. The work is continued through two semesters.

MATHEMATICS

Throughout the course in mathematics, the aim is to make the teaching of the subject practical and to train the students to habits of careful and accurate thinking; to cultivate in them mathematical strength, together with rapidity and accuracy of computation, and to give to them the best methods of presentation in connection with the fundamental principles underlying each subject.

Arithmetic—Arithmetic has two values, a utilitarian value and a cultural value. A knowledge of arithmetic has a bread and butter

value to us. We need it in our purchasing, in computing our incomes, and in our accounts generally. We also need arithmetic for its cultural value. It trains students to think logically, clearly and accurately. It trains their judgment and develops a power for rapid and accurate work. Three courses are offered.

Elementary Course. A thorough review of the subject is given. This work, intended for those who wish a complete survey of arithmetic, is offered in the Elementary Normal course.

Commercial Course. Accompanying the work in bookkeeping a half year in arithmetic is offered to Business students. A thorough drill in the more practical parts of the subject is supplemented by abundant illustrative work and miscellaneous problems.

Review Course. A half semester's review work is required in higher arithmetic of those taking the Intermediate and Advanced Normal courses. Modern methods are given prominence.

Algebra—The object of this study, as in all branches of mathematics, is to train the student in logic and to develop his powers of concentration. Care in arrangement, clearness of statement, and accuracy of results are at all times emphasized.

Elementary Course. The subject is begun and is taken through quadratic equations in a single year.

Advanced Course. A review of the underlying principles of elementary algebra is given before taking up the work in quadratics, ratio and proportion, variation, progressions, imaginary and complex numbers, variables and limits, the binominal theorem, logarithms and undetermined co-efficients. This course is offered as an elective to those who have completed the solid geometry.

Geometry—In this subject the student must get a clear concept of what is to be proven, and then prove in a logical way this concept. The result of this work gives the student the power of continuity both in thought and speech, and it helps form in the learner the habit of seeing things in their true relation. Both plane and solid geometry are offered.

Plane Geometry. This subject follows elementary algebra and is offered for two semesters. The work is based on some good standard text-book and much attention is given to original demonstrations.

Solid Geometry. Plane geometry must precede the solid. One semester's work in the latter is offered as an elective in the fourth year.

Trigonometry is offered as an elective in several of the courses. It should be preceded by plane geometry. If time permits, the principles of the sphere are considered with their mechanical and astronomical applications.



THE FOOTBALL TEAM



THE BASEBALL TEAM

Analytic Geometry is also an elective in several of the courses and must be preceded by plane geometry and trigonometry. The course covers the rectilinear and oblique systems of co-ordinates, loci of the first and second order, the conic sections, and higher plane curves.

AGRICULTURE AND BIOLOGICAL SCIENCES

The biological laboratory is furnished with a wall table extending along two sides of the room, above which are cases for the compound microscopes. Three tables occupy the center of the room, two of which are for students' use, while the third is equipped with a sink, aquarium, gas, and shelves for chemicals. There are fifty individual lockers, containing microscopes, dissecting pans, knives, scissors, forceps and other apparatus. Among the general apparatus may be mentioned a still, automatic water bath, Minot rotary microtome, stains, injecting syringe, twelve Bausch & Lomb special compound microscopes and one Bausch & Lomb BB compound microscope with Abbe condenser, a collection of over seven hundred prepared microscopical slides, about three hundred lantern slides upon the subjects of botany, zoology and physiology, and oxyhydrogen stereopticon; an opaque projectoscope, fitted with electric light, suited for the projection of post cards, charts, maps, and all opaque objects; a Babcock milk tester, soil augur, soil thermometer, soil sample cases, sieves for soil analysis, seed testers, and germinating boxes.

The recitation room connected with this laboratory is equipped with opaque curtains so that the room may be darkened for experiments or for using the stereopticon. Over four hundred volumes of scientific reports are kept in this room where they are easy of access.

Botany is offered in our courses, for ten hours per week, during one semester. The following are some of the topics studied: The germination of seeds; growth of seedlings; sources of plant food; stems, buds, leaves and flowers, with the general structure and uses to the plant of each; adaptation of plants to their environment; seed dissemination; plant societies; distribution of plants, with special reference to South Dakota; the economic value of plants from the lowest to the highest forms. Systematic work is done and each student is required to collect, preserve and classify at least fifty plants. Field work is made a leading feature of the course, many local excursions are planned and as many to distant points as are possible. An annual excursion is made on the second Monday of May to Tacoma Park for the purpose of studying the botanical conditions in that part of the state. Plant physiology is studied sufficiently to enable the student to understand the vital processes of plant life.

Plant Histology—This course is offered for ten hours per week for one semester and embraces a study of the minute anatomy of plants, and consists of three parts:

1. **General Methods.** A study of the methods of clearing, live staining, fixing and staining methods, microtome technique, and the making of permanent preparations.

2. **Microchemistry.** In which is made a study of some of the inorganic elements and compounds in plant tissues, such as oxygen, sulphur, hydrochloric acid and its salts, nitric acid and its salts, potassium, sodium, etc.; a study of the organic compounds, such as the alcohols, fats, and fatty oils, wax, carbohydrates, sulphur compounds, amido compounds, phenols, hydrocarbons, glucosides, coloring matters, proteids, etc.

3. **Methods for the investigation of the cell wall and of the various cell contents,** such as a study of the cellulose wall, the lignified membranes and the developmental history of the cell wall, the nucleus and its constituents, karyokinesis, centrospheres, chromatophores, protein grains, etc.

Zoology—Zoology is given for ten hours per week during the first half of the second year. The first division of the work is devoted to the groups below the vertebrates and the second division to the vertebrates. Insects are studied first, with special reference to their economic importance, and then the groups are studied in their order from the lowest to the highest forms. Type forms are studied in the field and laboratory. Field work is required. Special attention is given to the study of animal life as related to agriculture.

Animal Histology—This work is given for ten hours per week during one semester and consists of a study of animal tissues and the methods of preparing the same for microscopical study. Special attention is given to ectodermal, entodermal and mesenchymatous structures of the vertebrates and their relation to human anatomy and physiology.

Physiology and Hygiene is offered for five hours per week during one semester. Experiments and dissections are carried on with as much detail as is necessary to get an insight into the vital processes of life. Hygiene is made an important part of the work.

Bacteriology—This course is a specific study of bacteria, yeasts and molds in the home. A study is made of the general nature of molds, the conditions favoring mold growth, the decay of fruit, useful molds and mold diseases. Yeasts are studied as to their distribution, the various kinds of yeasts used in a household, bread making and fermented liquors. Bacteria are studied as to their general nature, bacteria which live upon dead matter, the preservation of

food and the process of canning, ptomaine poisoning, disease bacteria, prevention of the distribution of contagious diseases, and disinfection and disinfectants.

Agriculture—This is a half year course designed especially for Normal students. As outlined it considers the following work:

1. **Plant Production.** A survey of the structure, physiology and diseases of plants. Special attention is given to a study of rust and smut and to the attacks of insects on plant life, with methods of prevention. A study is made of seeds, pollination, crosses and hybrids, and the process of grafting. The importance of light, heat, moisture and air are considered as related to plant growth. The soil is studied as to its nature and functions, origin, properties, the main classes of soils, such as sand, clay, peat, silt, etc., soil aeration and soil moisture, soil management, as tillage, drainage, irrigation, enrichment, impoverishment and crop rotation. A study is made of the various farm crops, with the methods of culture of each.

2. **Animal Production.** One or two of the leading breeds of horses, cattle, sheep, swine, poultry and bees are studied as to their characteristics, methods of breeding, hygiene, and the marketing of the product.

3. **Dairying.** A detailed study of the dairy type of cow, with methods of feeding, management and care. A study is made of milk as to its composition, method of handling and the uses of milk, such as for cheese and butter making.

4. **Rural Engineering.** A study is made of farm plans as to the size and location of fields, location of buildings, fences, drains and roads. The construction of buildings is studied, with their water and sewerage systems. In this connection are studied some of the facts regarding the development of farm machinery and the importance of caring for and the repairing of such machinery.

5. A study of methods in and the importance of farm accounts.

Advanced Agriculture—This course is designed for students wishing to elect advanced work in agriculture. At the outset soils and fertilizers are considered with special attention to the nature, function, origin and wasting of soils, capillarity, solution, diffusion and osmosis in the soil, soil water and the conservation of soil moisture, the distribution of roots in the soil, soil temperature, relation of air to the soil, farm drainage, irrigation, and the physical effects of tillage and fertilizers. From the standpoint of fertilizers a study is made of farm manures, phosphate, potash, lime, commercial and miscellaneous fertilizers, food requirements of plants, rotation of crops and the conservation of soil fertility. Later on attention will be given to animal husbandry

and economics. Under animal husbandry will be taken up the study of animal life in relation to the farm, also the care, production, breeding, feeding, diseases of, and the marketing of all farm animals. Under agricultural economics will be considered the selection, operation and maintenance of farms, the marketing of products, the relation of the state and the farm, farmer's business methods, etc.

Brief Course in Agriculture—This is open to students in the Brief Industrial course and it is given for ten hours per week for sixteen weeks and extends over two years. During the first year attention is given to the general principles of agriculture with special work upon seeds, seed testing, and all plant life upon the farm. During the second year animal life upon the farm is studied and special attention is given to soils and fertilizers.

New Agricultural Courses—Throughout the Agricultural-Normal course, several new subjects of agricultural interest are offered to the prospective student. These will be outlined as the course is developed.

School Gardening—Each student in botany or agriculture is required to cultivate a small tract of ground and to work out upon the tract some special problem in agriculture or to maintain a school garden. Each student in botany is required to maintain an indoor garden or window box during the winter season.

Astronomy—This subject is given five hours per week for one semester. Astronomy is taken up under the following heads: The doctrine of the sphere, astronomical instruments, problems of practical astronomy, the earth, the moon, the sun, the sun's light and heat, eclipses, the planets, comets, meteors, stars, the light of the stars and aggregations of stars.

The student of astronomy must expect his chief profit to be intellectual in the widening of his range of thought and conception, in the pleasure attending the discovery of simple law working out the most complicated results, in the delight over the beauty and order revealed by the telescope in systems otherwise invisible, in the recognition of the essential unity of the material universe, and of a kinship between his own mind and the infinite Reason that formed all things and is immanent in them. It is not likely that great inventions and new arts will grow out of a study of the laws and principles of astronomy, such as are continually arising from physical, chemical and biological discoveries, yet astronomy is far from a worthless science. The art of navigation depends for its very possibilities upon astronomical prediction. The science also has important applications in the survey of extended regions of country and the establishment of boundaries, to say nothing of the accurate determination of time and the arrangement of the calendar.

Geology—The work in geology is given for five hours per week during one semester. As much field work is done as the region will permit. Geology is studied under three heads—dynamical, structural and historical. Under the dynamical geology are studied the various agencies which are now producing structures, such as the atmospheric, aqueous, organic and igneous. Under the structural geology are studied the general form and structure of the earth; stratified, unstratified, igneous and metamorphic rocks; the structures common to all rocks, and general erosion. The work in historical geology is given to a study of the various geological periods—the archæozoic, paleozoic, mesozoic, cenozoic and the psychozoic. In the study of the various periods special attention is given to the economic geology.

PHYSICS AND CHEMISTRY

Those electing physics this year will be able to easily manage all the mathematics of the subject with the aid of a new method which has been recently perfected. Work in physics has often been declared too hard for any except one especially skilled in mathematics. The new method which makes use of a chart, so simple and comprehensive in its operation that the numerical side of the subject becomes at once easily understood, completely removes this complaint against physics. This means that many heretofore debarred from enjoying the benefits of a thorough course in physics may now elect the subject without any apprehensions on account of a supposed lack of native mathematical ability. Boys and girls alike may find in their study of physics excellent opportunity to expand and ever increase their experience, for physics is one of the great fundamental sciences and is filled with interesting experiments and useful things which find application in every department of life.

The physics department is well equipped with apparatus so that the lectures can be thoroughly illustrated with interesting experiments, by means of which the student's personal experience with things helpful in his every day life is ever increased.

Two full year courses are offered in physics. Physics I is in general qualitative while Physics II is intended to cover the same departments of the subjects in a more exact and quantitative manner. Physics I lays the foundation while Physics II builds upon this the more detailed superstructure. The second course is for teachers and artisans who wish to teach the subject or use it in their trades.

The several courses offered in chemistry are adapted as far as possible to supply the needs of each individual student. In the latter part of the course after the working principles of chemistry are

understood the students may investigate chemical problems along the line of metal handicraft, electro-chemistry, or other subjects in which he may have special interests.

Physics I is offered for ten hours per week during two semesters. Laboratory work is carried on, supplemented by work in textbooks and lectures. The properties of matter, mechanics of solids and fluids, heat, light, sound, magnetism, and electricity are studied. One of the objects of the course is the practical application of the physical laws as shown in the city waterworks, transmission of power, electric plants, electric bells, the telephone, the telegraph, X-ray, etc. In mechanics of solids and fluids, the fundamental principles and laws of machines and fluid pressures are studied by building upon common knowledge of everyday things.

The subject of heat is unusually full of principles having practical applications. Light is interesting from the experimental point of view. The eye, its structure, care and treatment; optical illusions in art and drawing, photography, commercial color photography, Ives's three color process, and color mixing are some of the interesting and practical fields for experiment in the subject of light. The music slide rule as a very simple and easy means of learning all the elements of music so that anyone, talented or not, can readily master the science of music, makes the subject of sound in the pupil's courses of vital interest and importance. No expense has been spared in making the equipment for the study of magnetism and electricity everything that could be desired. From as simple an element as a bar of iron or a coil of wire, most of the electrical appliances such as the motor, dynamo, etc., are actually built up by the student and put into practical operation. Frequent visits are made to the factories, mills, and electric plants of the city.

The first part of the year is devoted to the study of fundamentals of the subject. Then each student is allowed to independently develop some special line of study in which he or she is especially interested. Physics is so rich in themes of every kind that the student can easily find some good thesis and as this original work develops it becomes more and more fascinating and enjoyable.

Physics II—This course is given for ten hours per week for two semesters. It is open to all students who have had work in Physics I and have had advanced mathematics.

The first semester is given to a study of mechanics, sound, and light. Under mechanics a study is made of kinematics, kinetics and the mechanism of fluids. A study is made of the nature and motion of sound and the physical theory of music as an easy and absolute key to the thorough understanding of the science of music. In light,

a study is made of its nature and propagation, reflection and refraction, photometry, dispersion, interference and diffraction, color, and polarized light.

The second semester is given to a study of heat, electricity and magnetism. A study is made of the nature of heat, temperature and its measurements, expansion, fusion, vaporization, transmission of heat, radiation and absorption, thermodynamics and the kinetic theory of gases. Under electricity and magnetism a study is made of electric charges, electrification by influence, electrical potential, capacity and condensers, atmospheric electricity, voltaic cells, electrolysis, Ohm's law and its application, thermal relations, properties of magnets, magnetic effect of currents, electro-dynamics, electromagnetism, dynamos and motors, electric oscillations and waves, and the essential principles of wiring and electrical installations.

Throughout the course, as far as consistent with good progress in the science, opportunity is offered the student to work out ideas along lines in which he is most interested.

Chemistry I is offered in our courses for ten hours per week during two semesters. The principal chemical elements, with their common compounds, are studied. About three weeks are given to volumetric analysis. The aim is to familiarize the student with the composition and character of the common substances with which he is already acquainted. The class is given access to an unusually large variety of chemicals, the every day handling of which brings the student to know a great many of the common substances and their practical uses. To further emphasize the practical side of the work, visits are made to the mill, creamery, candy factory, gas plant, wholesale drug house and other places of interest.

Chemistry II—Qualitative Analysis. This course is given for ten hours per week through two semesters. The work is open to students who have completed Chemistry I. The work consists of the study of the action of reagents on solutions of the metals, the identification of metals and their components by an examination in solutions or in dry condition.

Inorganic Chemistry—This course practically coincides with the first half of Chemistry I and during that time the work of the two classes is in common.

Organic Chemistry—This study co-ordinates with Inorganic Chemistry and adapts itself to the needs of those interested in foods and that side of chemistry outlined in the Chemistry of Foods course to which this work leads.

Practical Problems in Physics and Chemistry—The study of agriculture involves to a greater or less degree, nearly all of the sci-

ences, particularly physics and chemistry. In this half-year course the aim is to confine the work to those principles and experiments in physics and chemistry which more especially bear upon the work of agriculture. Fertile and arid soils, fertilizers, moisture and its conservation in the soil, foods and rations for man and animal, nitrogen and carbon cycles, seeds, and their ferments, and testing of milk and other common foods are some of the topics considered. Experiments are carried on in the chemistry and in the physics laboratories according to the needs of the work.

Chemistry of Foods—This course is a continuation of Organic Chemistry. It calls for ten hours per week and continues throughout one semester. The work consists of the study of the composition of foods, the chemistry of their preparation and the physiological chemistry of their digestion. The work is a continuation of the organic side of Chemistry I and gives a study of the preparation and properties of many of the common organic substances useful in the household. The work in physiological chemistry consists of that which will add to the student's understanding of human physiological processes, such as digestion, action of yeast in fermentation, chemical side of bread making and the chemical changes in foods. Special attention is given to the application of the principles of physiological chemistry, together with identification of food substances and adulterations.

The Arithmetic of Practical Science. (Mondays from 11:00 to 12:00.) This is a special course covering one hour per week for ten weeks, open to all in the school who would like to know more about the psychology of number and learn how all the rules of scientifically applied mathematics from addition and subtraction to calculus can be so crystallized into one simple working plan that anyone can master all the practical college-physics calculations as far as they are helpful in solving the problems in everyday life. In this course a new method which brings practical mathematics under the absolute control of one simple rule and at the same time gives the universal master-key to the use of logarithms, the slide rule and the adding machine in performing numerical calculations of every description, will be thoroughly explained and elaborately illustrated by charts and diagrams covering the world's units of measurements and their inter-relations in so far as they find application in the various fields of human activities. This new method teaches one how to get results with the least possible amount of memory effort and is the only method which gives a universal plan of mastering the calculations of applied science. The object of this special short course is to teach the science and use of correct weights and measures, to place



THE TYPEWRITING ROOM



THE EIGHTH GRADE ROOM—TRAINING SCHOOL

students in touch with the scientific literature and language of artisans, to teach the art of mental economy and to encourage and stimulate as far as possible a desire for intellectual conquest.

ENGLISH

The work offered in the department of English aims to cultivate ease and correctness in oral and written expression and to create a true appreciation for the best literature. In the elementary courses greater stress is laid on theme writing, and in the advanced courses the student is trained to exercise his critical ability in judging the classics and to consider them in relation to the tendencies of the period to which they belong.

Reading and Grammar—Five hours each week during the first semester are given to this work, and all students in the second year of the Agricultural-Normal course are required to take it. It is given in the second semester for students of the first year Elementary Normal course. Four hours a week will be devoted to a thorough review of grammar and the elementary principles of composition, with one or more written themes each week. One hour each week the students will study reading with a view of increasing the vocabulary and gaining power to interpret literature by oral expression.

Review Grammar—This is a short course in English grammar planned for those who expect to teach. The course is arranged to make the review a new view as far as possible by basing grammar on logic. While emphasis is thus placed upon the logical aspect of grammar it is not the intention to ignore the historical phases of the subject. This course is given during the second semester.

In addition to the foregoing, the following English courses are offered:

I—Five hours a week throughout the two semesters are devoted to this course. Three-fifths of the time is given to grammar and composition, and two-fifths to the study of literature. A brief review of the principles of English grammar is followed by a study of the simpler principles of rhetoric, as paragraph structure, unity, and coherence. The simpler forms of narration and description are studied, one or two themes being required each week, with careful revision after the instructor has suggested corrections. The literature in this course is chosen with a view of interesting the student and teaching him how to read sympathetically. Dickens' "Christmas Carol," Warner's "In the Wilderness," Eliot's "Silas Marner," Cooper's "Last of the Mohicans," and Stevenson's "Treasure Island" are used as supplementary reading.

II—Literature in connection with composition and rhetoric is offered in this course, five hours a week for the first semester being spent in the study. Two-fifths of the time is devoted to rhetoric and composition, and weekly themes emphasizing paragraph structure, coherence of paragraphs, and the principle of emphasis are required. In addition to description and narration, some practice in expository writing is given. The classics chosen for this course are by American authors and include Franklin's "Autobiography," Hawthorne's "Twice Told Tales," and Irving's "Sketch Book." The collateral reading consists of three books by American authors, and the student is required to submit a note book of outlines on this reading.

During the second semester the work in composition and rhetoric is continued and the history of American literature is studied. One-fifth of the time is devoted to the rhetoric and theme writing and four-fifths to the study of Newcomer's "American Literature" with the use of Long's "American Poems" as illustrative material. The prose is given largely as outside reading with the notebook of outlines as in the first semester.

III—In this course the history of English literature is taken up five hours each week during the entire year. It comprises a general view of English literature—a course designed as a foundation for more careful and detailed study. The text used is Halleck's "History of English Literature," and various classics, which illustrate each period are considered. Baldwin and Paul's "English Poems" is used to supply a part of the material, and the remainder is covered by outside reading, consisting of four books, each semester with outline work. Also in class one play of Shakespeare and one novel are carefully studied to afford a guide for the collateral reading. Weekly themes on subjects of everyday interest, or fortnightly themes based on the literature, are required throughout this year.

IV—Five hours of each week for the first semester are given to a careful consideration of the Shakespearean drama. This course includes a study of at least five plays with Woodbridge's "Drama: Its Law and Technique" as guide. Four tragedies and one comedy comprise the class work, and collateral reading consists of eight Elizabethan plays, five by Shakespeare, and three by his most noted contemporaries. The only themes required in this year's work are critiques on subjects chosen from the plays read in class or collaterally.

The second semester is devoted to a thorough study of the Essay and the Oration. Two-fifths of the time is given to the writing of orations and arguments, each member of the class being required to write two orations and two arguments of at least 1200 words

each. The literature is selected from both English and American writers and includes Emerson's "American Scholar" and "Self Reliance," Burke's "Conciliation with America," Webster's "First Bunker Hill Oration," and Washington's "Farewell Address." A detailed outline of selections considered is prepared by each student. The outside reading comprises six or more essays and orations with outlines.

V—This course is designed to take up a thoughtful study of advanced rhetoric and composition and will be continued through the entire year, five hours each week being given to the work. Its aim is to develop a command of clear, serviceable English and to encourage individuality in each student. A consideration of the general principles which govern prose composition is followed by detailed study of narration, description, exposition, and argumentation. For illustrative material the work of the best modern authors is analyzed in class, and for application of the principles studied, bi-weekly themes of two or four hundred words and four long themes of one to two thousand words are written by each student and are carefully revised after personal conference with the instructor. The texts used are Baldwin's "Composition," Carpenter and Brewster's "Modern English Prose," and Perry's "Argumentation."

VI—This is a five-hour course which includes a study of the development of American literature with especial reference to its relations to the political and social life of the nation. Extensive readings in the prose and poetry of the creative period, with frequent reports on assigned topics, are required. This course is designed to be of practical value to prospective teachers of literature. Lectures will be given on the principles of literary criticism and their application to masterpieces presented in High School work. Prerequisite, English II.

LATIN

Six courses are offered in Latin, each continuing throughout a year.

I—Beginning Latin. Drill in forms, vocabulary and elementary principles of syntax. The Roman pronunciation is used.

II—Caesar with prose composition. The first four books of Caesar's Commentaries or an equivalent are read. Grammatical structure is emphasized. Attention is also paid to the historical and geographical setting of the matter studied.

III—Cicero with prose composition. The four Catilinarian orations, the Archias, and Manilian Law are read and made the basis for composition. The oration on the Manilian Law is carefully studied as a model of a perfectly constructed deliberative oration. Cicero as a statesman in relation to the life of his time is studied.

IV—Virgil. Mythology and literary workmanship receive attention in connection with the reading of the first six books of Virgil's great epic. A Senior review in composition is given during this year.

V—Livy, Cicero, Plautus and Terence. Books XXI and XXII, or selections from Books I, XXI and XXII, are read and in connection a brief study is made of the conflict for supremacy between Rome and Carthage. Cicero's relation to his time as both philosopher and statesman receives attention in connection with the reading of the *De Senectute* and the *De Amicitia*. The *Captivi* of Plautus and the *Phormio* of Terence are read as examples of Roman comedy.

VI—Horace. Selections from the Odes, Satires, and Epistles. A history of Roman literature with representative selections.

MODERN LANGUAGES

German

I—The work of the first year comprises a study of nouns, adjectives, prepositions, verbs, pronouns, conjunctions, and elements of syntax. Short stories are read and poetry is committed to memory. The students are drilled in composition and conversation.

Grammar: Essentials of German (Vos).

Composition: Composition with Grammar.

Reading: Selections from Guerber, Spyri, and Storm.

II—The aim during the first two years is to enable the student to carry on a simple conversation easily, write letters in easy prose and read ordinary German intelligently.

Grammar: Reviewed and completed.

Composition: Bernhardt.

Reading: Wilhelm Tell, and stories selected from Zschokke, Storm, Hillern, and Heyse. Sight translations from various authors.

Extracts from famous authors are memorized.

III—During the third year a general review of grammar is given. Also special study of syntax, composition and memory work is continued. Letter writing is introduced.

Composition: Wenckebach, Vos, and Pope.

Reading: Some of the following: Karl Heinrich, Die Jungfrau von Orleans, Maria Stuart, Die Journalisten, Undine, Aus dem Mit-telalter, Minna von Barnhelm, Der Schwiegersohn.

IV—Goethe, Schiller, Lessing. Life and works.

Some of the following are read: Hermann und Dorothea, Wallenstein, Nathan der Weise, Egmont, Der dreissigjaehrige Krieg,

Dichtung und Wahrheit, Goetz von Berlichingen, Iphigenia, Buchheim's Lyrik, Buchheim's Balladen, Lichtenstein.

Composition: Letter writing; committed production.

V—Goethe's Faust, Oehlenschlaeger's Correggio, modern fiction.

French

The plan of work in the French is similar to that in the German.

I—Grammar: Fraser and Squair.

Prose composition: Francois, Part I.

Reading: La Tache du petit Pierre, Abbe Constantin, Le Voyage de Monsieur Perrichon.

II—Grammar: Fraser and Squair.

Prose Composition: Francois, Advanced Composition; Abbe Constantin.

Reading: Prepared and sight reading.

Texts are selected from the following: La Tulipe Noire, La petite Fadette, La Mare au Diable, Histoire d'un Homme du Peuple, La Prise de la Bastille, Une Semaine a Paris, Le Monde on l'on s'ennuie.

III—Grammar: Bruce.

Prose composition: Le Siege de Paris, letter writing.

Reading: Prepared and sight reading taken from the following texts: Le Siege de Paris, La Princess de Cleves, Mme. de La Fayette, Le Philosophe sous les Toits, Les Precieuses Ridicules, Les trois Mousquetaires, Jacques.

IV—History of the development of the French drama. Selections are read from works of Corneille, Racine, Moliere.

History of the development of the novel of the seventeenth, eighteenth and nineteenth centuries. Selections are made from the works of Rousseau, Voltaire, Mme. de Stael, Victor Hugo, Alfred de Vigny, and Anatole France. Study of French life, art and institutions.

MANUAL AND INDUSTRIAL ARTS

The department of manual and industrial arts gives instruction in manual training, drawing, designing, and painting to students of the normal school and to students preparing to teach the manual and industrial arts. These courses are open to both young men and young women. Instruction is also given in shopwork, drawing and designing to young men who desire responsible positions in industries where both the theory and the practice of the mechanic arts are required and in special industrial courses to young men who are unable to take the full mechanic arts course, but desire practical training in the various trades.

Equipment—The first floor of the mechanic arts building contains shops for woodwork, pattern making, metal work, machine work, forge work, foundry work, and a locker and wash room. The second floor contains a drafting room, a display room, a demonstration room, and a gymnasium.

The woodworking shop is equipped with a power grindstone, a thirty-inch band saw machine, a combination rip and crosscut saw machine with a horizontal boring attachment, a hand planer, a twenty-inch swing pattern making lathe, five ten-inch swing pattern making lathes, and twenty-five benches supplied with individual tools. Connected with this shop are a lumber room, a room for unfinished work and a tool room well equipped with general tools. Power for this shop is furnished by a ten horse power electric motor.

The metal working and machine shop contains three ten-inch swing hand lathes, one twelve-inch swing lathe with taper attachment, two twelve-inch swing quick change engine lathes, two fourteen-inch swing quick change engine lathes, two ten-inch swing engine lathes, one sensitive drill press, one fourteen-inch drill press with automatic feed, one universal milling machine, one universal cutter and tool grinding machine, one wet grinder, a power hack saw, a shaper, benches and vices for hand work, and drawers for individual tools. The tool room connected with this shop is fully supplied with all necessary measuring, marking and machine attachments, and with numerous small tools. Power is furnished by a ten horse power electric motor.

The forge shop is equipped with twenty-four Buffalo down draught forges, a portable forge, bar shears for cutting stock, a power hammer, a post drill, an emery grinder, anvils, vises, benches, swing and hand hammers, fullers, swages, punches, chisels, tongs, and all tools needed in general forging. The blast is supplied by a twenty-four-inch blower and an exhaust drawn by a sixty-inch steel fan. Power for these is supplied by a twenty-five horse power electric motor.

The foundry is supplied with a twenty-inch cupola, a core oven, and the necessary riddles, rammers, slicks, shovels, trowels, and the like. The blast for the cupola is furnished by an eighteen-inch fan driven by a five horse power electric motor.

The demonstrating room on the second floor is equipped for demonstration work and also for classes in manual training and applied design. The equipment consists of benches, vises, and small tools for work in leather, art-crafts metal work, applied design, and elementary manual training.

The drafting room on the second floor is large and well lighted.

It is equipped with drawing tables, cases, instruments, drawing boards, paper cutter, and a printing outfit.

Woodwork—The work during the first semester is designed to give thorough training in the adjustment, use, sharpening and care of the ordinary bench tools. The exercises include instruction in squaring, gaging, sawing, boring, planing, chiseling, modeling, carving, fitting, gluing, sandpapering, and finishing in the construction of articles useful for the school or for the home. During the second semester in addition to the use of bench tools, instruction is given in the use, care and adjustment of woodworking machinery. The work includes projects for the school such as work benches and drawing tables. During the latter part of the course the students are given an opportunity to construct pieces of furniture such as tables and chairs from working drawings made by themselves in the drawing class. Throughout the course one class period a week is devoted to the study of such topics as bench tools; woodworking machinery; timber, including growth, milling, uses, strength, method of finishing, etc.; the carpenter's square; and kindred subjects.

Elementary Woodwork is planned to prepare the student to handle the woodwork classes of the sixth, seventh and eighth grades and includes the making of a series of projects and the proper methods of presentation.

Cabinet Making—This course is for advanced students who have completed first year woodwork or an equivalent and includes instruction in furniture design, proper methods of finishing the different kinds of wood used for furniture, and interior woodwork, upholstery, caning, wood carving, adjustment, sharpening, and use of woodworking machinery, saw filing, apparatus making, and the construction of wooden furniture, having as its leading characteristics simplicity, durability, beauty, and usefulness.

Joinery—The work is a Normal course planned for the first year of High School and includes a series of joints that are necessary in carpentry and furniture construction.

Wood Turning—The work in wood turning includes instruction and practice in the use of the wood lathe in practical turning between centers, chuck and ornamental turning and careful training in the use of turning tools such as gouges, skew chisels, nosing tools, parting tools, calipers and dividers. Particular attention is given to beauty of outline, exactness in size and finish of work.

Pattern Making—Practice is given in the use of general woodworking machinery, such as the hand planers, circular and band saws, boring machine, wood lathe, and bench tools, and in the preparation, cutting, and gluing of stock used in the making of patterns and the necessary core boxes of pipe fitting, pulleys, machine parts, and in the making of patterns for machines needed in the shops.

Carpentry—This course is designed to give practical training in modern carpentry work. It includes instruction in the use of carpenter tools and woodworking machinery; practical examples of general framing, roofing, formation of cornices, shingling, flooring, rafter cutting, setting window frames, stairbuilding, and estimates of buildings.

Metal Work—This work includes the use of bench tools, the hand lathe, drill press, metal saw, grinder, and the forge in the construction of projects such as tool makers' clamps, calipers, dividers, plumb bobs, scribes, combination levels, punches, chisels, hammers, etc. The making of these articles involves such processes as chipping, filing, turning, sawing, grinding, polishing, riveting, threading and forging, and includes work in cast iron, machine steel, tool steel, and brass. This course is a preliminary to the regular machine shop course.

Forging—Instruction is given in the building and care of fires; the use and adjustment of tools; the study of materials worked, and explanation of the proper methods of treatment; practice in drawing out, upsetting, bending, twisting, forming, fullering, sawing, punching and welding, including methods of scarfing for the various welds. The exercises include simple forging, chain making, hooks, bolts, and general forge work; working steel in tool making; hardening and tempering; annealing.

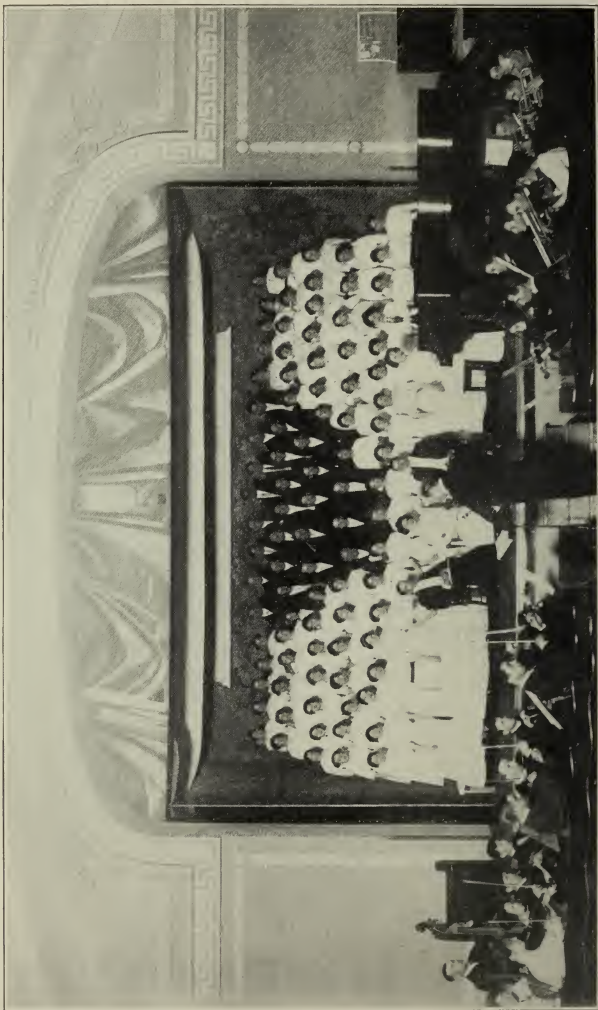
In order to gain a broader knowledge of the metals than can be acquired at the forge a study of the composition, uses, and method of manufacturing will be taken up from time to time.

Foundry Practice—This course includes instruction and practice in charging the cupola furnace, pouring off heats, tempering the sand, moulding in green sand and loam; and core-making. Some of the patterns made in the shops are used and the product from the foundry is worked up in the machine shop. Visits are made to local foundries for study of practical shop methods.

Machine Shop Practice—The work includes bench and machine practice. Beginning with the care and use of the tool with which he is to work, the student is carried through the various operations of machine shop practice. The course consists largely of exercises, in the beginning, designed so as to teach the student a variety of tool operations, and the manipulation of the machines for the different kinds of work. The exercises are chipping, filing, centering, squaring, straight taper and ornamental turning, outside and inside thread cutting, shaper work, and the use of the milling machine in cutting bolt heads, gears, etc. The last part of the course is given to tool making, as taps, dies, reamers, cutters, etc.



SENIOR GIRLS' BASKETBALL TEAM



THE CHORAL SOCIETY AND ORCHESTRA

Machine Construction—In this course the student is given practical training in working out machine parts, and in assembling, erecting, finishing, and adjusting complete machines. The repairing and adjusting of the machinery of the shops is a part of the work of this course.

Since several of the courses given in the catalogue include machine shop practice, the work in the shop will be so arranged as to meet the requirements of each course, where this adjustment is possible.

Much of the knowledge the student should acquire cannot be gained from the shop alone so to fill in this gap machine shop theory constitutes a regular part of this course.

Farm Engineering—The purpose of this course is to study the different types of farm machinery with a view of keeping them in repair. Special attention will be given to gasoline engines, both stationary and traction, with regard to construction, care and operation.

Teachers' Manual Training—This course is planned primarily for teachers. The aim will be to present the essentials of several handicrafts which may be taught in the elementary schools without special equipment. It includes sand table projects, clay-modeling, textiles, basketry, raffia work, paper and cardboard construction, block printing, stenciling, metal work, leather tooling, elementary book binding, knife work in wood, and the use of native material such as corn husks, grasses, and wild grape vines. Drawing is emphasized and many original designs are required. One class period each week is devoted to the history, literature, and organization of manual training.

Organization of Manual Training—This includes the history of the development of manual training in the United States and in foreign countries; a study of equipment, the planning of a shop, making drawings showing the arrangement of rooms placing of equipment and estimates of cost; and the planning of courses of study for the elementary and secondary schools.

Freehand Drawing—The object of this subject is to train the hand and eye to act in unison, to develop and sharpen the faculty of observation, and to give the student work of a practical nature that will be useful to him in his shop practice. The course includes a study of perspective principles as found in geometric solids and simple machine parts, orthographic projection to enable the student to read blue prints and make working drawings for his projects in woodwork; furniture design, including general lines, proportions, construction, and decorative features; nature drawing, landscape composition and design. The mediums used are pencil, pen, brush, ink and water colors.

Mechanical Drawing I and II—The work includes the use and care of instruments, geometric drawing, conic sections; orthographic, isometric, and cabinet projection; developments; intersections; working drawings; tracing and blue printing; spirals; helics; screw-threads; bolt heads; and working drawings of machinery. A small rental for the use of instruments will be charged.

Architectural Drawing.—This course consists of instrumental and freehand drawing, plans, elevations and details of frame, brick, stone and cement construction; freehand and instrumental perspective; specifications; tracing and blue printing. Visits are made to buildings during their erection to study methods of construction.

Design—This course includes training in the general principles of design, color harmony, and applied design. These principles are illustrated by exercises in design, including drawings for wall-papers, book covers, stencils, wood-block printing, stained glass, pottery, leather work, metal work, furniture, etc. As a part of this course instruction is given in hammered, raised, and chased metal work, leather tooling, and other art-crafts.

Architectural Design—Lectures and exercises are given upon the forms and proportions of the Greek and Roman orders, studies of doors, windows, balustrades, vaults, arches, and domes drawn in plans, elevation, section and perspective, are followed by advanced problems in architectural design.

Machine Drawing—The work comprises instruction and practice in freehand technical sketches of machine parts and complete machines. Practical application of the principles of projection are obtained by making working detail and assembly drawings of machinery from measurements, from technical sketches, and from blue prints.

Machine Design—The work covers the principles of mechanism, including a study of mechanical movements, problems on gear wheels, cams, belts, screws, parallel motions and quick-return movements.

Interior Decoration—This course includes the study of the principles of design, particular attention being given to the planning of color schemes for walls, draperies, woodwork, etc., and to the materials used in tinting, stencilling and staining.

Furniture Design—A survey is made of the development of the historic styles of furniture, the work then taking the form of a study of design as applied to general cabinet work and falling under the following heads:

1. General lines and proportions, as determined by the purpose.
2. Constructional features, methods of joining, etc.

3. Proper uses and limitations of materials.

4. Decorative features.

Perspective—The subjects considered are the general theory of conical projections and its application to perspective drawing, methods of direct division, direct measurement, relation between lines and points in the perspective projection, methods of perspective plan, curves, shadows, and apparent distortion.

Literature of Manual Training—Literature pertaining to the various phases of manual training and industrial work is carefully studied and the student becomes familiar with the methods advocated by noted teachers and follows the new theories advanced. Written and oral reviews of books and magazine articles are required.

History of Architecture—The work is pursued by means of lectures, and by reports from the students upon assigned topics. The reports are illustrated by drawings and sketches.

Construction and Strength of Materials—The course consists of a study of materials and processes employed in ordinary building operations; strength of materials, stresses and strains in beams, girders, columns, roof trusses, etc.

Masonry—This course is planned for the short course students and will include the study of the fundamental principles of brick and concrete construction, and shop practice in brick laying and concrete work.

HOUSEHOLD ARTS

The course in household arts aims to make the student familiar with the best and most economical methods of home making and housekeeping and trains students to teach household arts.

The course of study includes cookery, advanced cookery and serving, dietetics and invalid cookery, sewing and drafting, dress-making, art needle work and textiles, physiology and home nursing, household management, organization and equipment, art decoration, food study, general science, observation and practice teaching and professional subjects.

Cookery—This course includes lectures and laboratory practice in the care of the kitchen and its furnishings; the principles of cookery; the selection and combination of foods for the body; food production and manufacture; and the preservation of foods.

Advanced Cookery and Table Service—This course provides for the planning of menus and the preparation of meals to be served by the members of the class; in table service, the intelligent buying of glass, china, and linen is considered; the laying of the table including decorations; serving of breakfasts, dinners, luncheons and teas; suitable dress; and the care of the dining room and pantry.

Dietetics and Invalid Cookery—Dietetics is studied in order to understand the relation of food to the body in health and disease and to teach the scientific principles underlying food preparation and their practical application to the needs of the body. Diets for different diseases are studied, also the feeding of infants and young children. In invalid cookery the principles of dietetics are developed and the food values of ordinary foods are determined. Elementary chemistry is a prerequisite to this course.

Sewing—This subject provides a practical course in the elementary phases of needle work, beginning with the simplest forms and leading to the making of appropriate wearing apparel. The work of the first semester includes the use and application of the eighteen primary stitches employed in handwork and implements necessary for sewing.

Drafting—The Snow system of cutting and drafting is used; a suit of undergarments and a wash dress are made. The student is taught the use and care of the sewing machine.

Dressmaking—The purpose of this course is to teach the art of dressmaking. This includes the drafting and designing of patterns, also the cutting and making of dresses. The use of copyrighted patterns is considered.

Art Needle Work—It is planned to give a knowledge of design and its application, also to give skill in fine needle work in the making of garments and household furnishings. The following lines of work are taught: Design as applied to material and its adaptation to particular kinds of needle work; and needle work stitches, as hem-stitching, fancy darning, applique, cross stitching, scallops and dots, eyelet embroidery, French embroidery, drawn work and crocheting.

Textiles—In this course provision is made for a study of the development of industries pertaining to the domestic art; viz., weaving, spinning and a closer study of the four textile fabrics—cotton, wool, flax and silk. This study includes a discussion of fibers; methods of manufacturing; the process of weaving, and dyeing; and selection of materials according to their wearing qualities and suitability for garments.

Physiology—The purpose of this course is to teach the functions of the various organs of the human body with special reference to the physiology of nutrition and the maintenance of a healthy organism.

Home Nursing—In this course, the students are taught the home care of the sick; the location and care of the sick room; what to do in case of accident until the doctor comes and how to assist him, and the uses of a few simple remedies.

Household Management—Under this head various topics are

considered, as house sanitation, cleaning and cleaning agents, care of materials, relation of income to expenditure, the systematic arrangement of household duties, and business methods.

Organization and Equipment—This course has as its aim the working out of the relation of the domestic science subjects to the home, the organization of a course of study, and a careful consideration of equipment.

Art Decoration—The principles of art are applied to the home in its furnishings and decorations. Convenient house plans and the arrangement of the kitchen to the rest of the house will be considered. Each student is required to plan a house, to prepare a chart showing the color scheme, and to list the materials needed for its proper furnishing.

Food Study—The design of this course is to give a knowledge of the food stuffs and to show how dietary conditions may be improved. This leads to intelligent selection, combination and preparation of foods and to a thorough understanding of physiological requirements of foods in the body.

Sanitary Science—A brief study of this important subject is provided in connection with Agricultural-Normal course.

Cooking Uniform—Each student is required to wear when cooking in the kitchen, a perfectly plain, white or light percale shirt waist with long sleeves, linen collar, and a small black tie, and provide a large apron (style 8948 of the Butterick Patterns) and at least two holders and hand towels about eighteen inches square.

INSTRUMENTAL AND VOCAL MUSIC

The Pianoforte

To become a good pianist, one must learn by a correct method, and between correct and thorough instruction from the hands of an experienced and accomplished teacher and the indifferent and harmful instruction of a novice there is a wide gulf which is readily observed by results. Often a musical student's progress is ruined by incompetent teaching. The method of piano instruction followed in this school is that sanctioned in the best conservatories and musical colleges in Europe. This system, while it affords the most careful training of the hand, giving it a perfect technique which enables it to execute the most difficult passage with ease, at the same time pays particular attention to the development of a healthy musical taste and leads the intellect to an appreciation of the highest range of musical art.

Course Leading to Graduation—Pupils in order to graduate must pass an examination in Harmony and History of Music, and complete the full prescribed course. This is of three years' duration and the practical requirements are as below stated. Pupils on entering the school are not required to go through the lower grades when capable of entering a higher one. The course is very thorough and comprehensive, and gradually leads the student up to a high state of perfection.

First Year—In this year the greatest possible care is taken to lay a sound foundation for the eventual development of a perfect technique. The pupil is carefully and judiciously led through a course embracing not only the usual technical exercises, but is taught "how to practice" and the greatest attention is given to expression, fingering, time, touch, etc.

Selections to be made from the following: Chas. Halle's Pianoforte Tutor; Cornelius Gurlitt's Pianoforte Tutor; Kohler's Pianoforte Tutor; Kohler's Easy Studies, Op. 151; Czerney's First Instructor, Op. 599; Doering, Op. 38, Part 1; Stephen Emery's Foundation Studies; Duvernoy's Ecole Primaire, Op. 176; Macfarren's Scale and Arpeggio Manual.

Technical studies used through the entire course: Germer, Manewein, Plaidy, and Zwintscher.

Pieces by: Schumann, Gurlitt, Hunten, Burgmuller, Reinecke, Latour, Kullak, Dussek, Heller, Kuhlau, Clementi, Gade, Bennett, Kohler, Bach, Volkmann, Beethoven, Ravina, Haydn.

Examination:

(a) Performance of two solos from list, one to be a Sonata or an easy Sonata.

(b) Three studies from list and finger exercises from Plaidy and Zwintscher.

(c) Sight reading.

(d) Major, Harmonic, Minor and Melodic scales.

(e) Questions on the rudiments of music.

Second Year—Selections from the following: Macfarren's Scale and Arpeggio Manual; Plaidy's Technical Studies.

(a) Duvernoy Studies, Op. 38, Book 1; Biehl, Op. 31, 2 books; Kohler, Op. 50; Loeschorn, Op. 65, Book 1.

(b) Doering Studies, Book 2; Czerney, Op. 500; Finger Exercises (Ed. Peters); Bertini, Op. 100; Loeschorn, Op. 65, Book 2.

(c) Doering Studies, Book 3; Czerney, Op. 365; Bach, Small Preludes (Peters); Schmidt, Op. 65, Book 3.

Pieces by: Kuhlau, Kullak, Clementi (sonatinas), Beethoven, Couperin, Durand, Dussek, Gade, Mendelssohn, Mozart, Reinecke, Ravina, Schubert, Schumann (Album Op. 68), Volkmann, Salon, Album (Ed. Peters, 764, e; 764, m), Loeschorn, Romantisches, Fun- gelbum (Ed. Peters, 2135, a, b).

Four hands: Kirchner (Augener Ed.) 6940; Marschiner, Op. 81 (Litolff Ed.) 1993, Diabelli.

Examination:

(a) Performance of a classical solo and one from modern school, above list.

(b) Three studies and technical exercises from the list.

(c) Sight reading of elementary character.

(d) Any of the Major scales in 3ds, 6ths, or 10ths in similar motion (single notes each hand), any of the Major, Harmonic, Minor, or Chromatic scales in similar and contrary motion.

(e) Arpeggios of Major and Minor common chords, (3 octaves).

(f) Questions in the grammar of music, phrasing, fingering, etc., d and e from memory).

Third Year—(a) Biehl, Op. 44, 2 books; Kullak (School of Octave Playing), Book 1; Czerney, Etude Velocity; Loeschorn, Op. 66, Book 1.

(b) Bach, two part inventions; Heller, Op. 45; Czerney, 6 octave studies; Berens, Velocity; Loeschorn, Op. 66, Book 2.

(c) Bach, Preludes and Fugues (Peters Ed.) 1st Book; Krause, Trill Studies, Book 2; Doering, Op. 24 (Octaves); Kullak, School of Octave Playing, Book 2; Loeschorn, Op. 66, Book 3; Heller, Op. 47; Creamer-Bulow Studies (as far as grade goes).

Pieces by: Mendelssohn, Mozart, Reinecke, Op. 183, 2 vols., (Ed. Peters, 2198, a, b) Schumann, Gade, Raff, Haydn, Jenson, Scharwenka, Heller, Moskowski, Hummel, Grutzmachee, Jadasson, Halle's School.

Four hands: Czerney, Op. 825; Litolff; Weber, Op. 3-12 (Peters Ed. 188, a); Overtures.

Graduation—In order to graduate, the student must complete the foregoing course and pass examination in the following subjects:

(a) Easy transposition.

(b) Accompaniment to a voice or instrument.

(c) Performance of solo from memory (optional).

(d) Dr. Stainer's Harmony.

(e) Questions in History of Music, bearing chiefly upon the lives and works of the great composers and schools of music.

Post Graduate Year, First Semester—(a) Czerney, *Etude Velocity*, Vol. 2 to 4 (Peters, 2404 b, d); Czerney, Op. 740 (Peters, 2408, a); Clementi, *Preludes and Exercises*, (Ed. Peters, 1101); Heller, *Art of Phrasing*; Clementi, *Grades*.

(b) Czerney, *Tagliche Studies* (Peters); Kulak, *School of Octave Playing*, Book 3; Aloys Schmidt, Op. 16, Book 2; Haberbier, Op. 53; Clementi, *Grades*.

(c) A. Schmidt, Op. 16, Book 3; Cramer-Bulow, *selected studies*; Haberbier, Op. 53 (continued); Clementi *Grades*.

Pieces by: Mendelssohn, Mozart, Hummel, Tschaikowsky Beethoven, Schubert, Schumann, Clementi, Haydn, Neumann, Silas, Moskowsky, Reinberger, Saint-Saens, Scharwenka, Dvorak, Heller, Rubinstein, Handel, Gade, Brassin, Hanselt, Scharlatti, Halle's School.

Second Semester—(a) Czerney, *School of Velocity*; Tausig, *Daily Exercises*; Moscheles, Op. 70, Book 2; Kullak, *Octave Studies* (continued).

(b) Tausig, *Daily Exercises*, Op. 70, Book 2; Mendelssohn, *Preludes and Studies* (Ed. Steingraben); Czerney, *School of Virtuosity*, Op. 365 (Bischoff); Scharwenka, *Six Preludes*.

Pieces by: Mozart, Weber, Beethoven, Raff, Jenson, Moskowsky Schumann, Chopin, Bach, Hummel, Heller, Liszt, Chopin-Liszt, Scambatti, Moscheles, Reinecke, Grieg, Wagner-Bendel, Hauptmann, Heller-Ernst, Halle's School.

Examination—(a) Performance of three solos. One difficult classical solo, one modern school, and composition by Bach from above list.

(b) Three studies and technical exercises from list.

(c) Performance at sight of passage of more or less difficulty.

(d) Major, Harmonic, Minor, and Chromatic scales in 8ths, 3ds, 6ths, and 10ths in similar and contrary motion (ascending or descending).

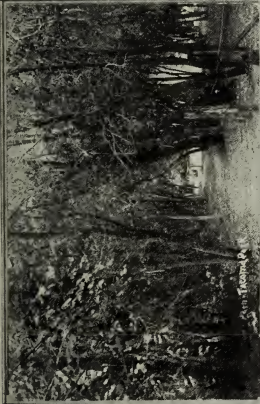
(e) Arpeggios of common chords, Major, Minor, and of Dominant and Diminished 7ths with inversions.

(f) Questions on the grammar of music, including phrasing, intervals, fingering, etc., with knowledge of form of the pieces played, (d and e from memory).

The Violin

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Of late it has become quite fashionable for the ladies to study this most beautiful instrument and everywhere now in the colleges of music in the large centers are seen large classes of lady violinists. The Northern Normal and Industrial School



Tacoma Park on the "Jim"

Scene Tacoma Park



Wylie Park, scene of NNL's Picnic etc.

Scene Wylie Park



Aldrich Park where the band plays

Scene Aldrich Park



Jim River not far, by auto, from Aberdeen

Scene Jim River



is the only institution in the city that is equipped for giving professional instruction on this instrument. The curriculum in this department is just as carefully prepared and thoroughly carried out as in the Piano department and students are offered special inducements, after certain progress is made, in ensemble work.

The Violin department is under the sole direction of the Director. The Orchestra which meets for rehearsal regularly once a week is open to all students of stringed instruments, free of charge, and those advanced enough are invited to become active members of the Aberdeen Symphony Orchestra, thereby gaining experience both unique and beneficial.

Organ Course

Young ladies are everywhere assuming positions as church organists. This school offers every facility for the pursuance of a thorough and practical course on this "king of instruments," which equips students with every requirement, enabling them to undertake responsible positions. Besides acquiring a thorough mastery over the instrument, a complete knowledge of the details, etc., pupils are trained in accompanying the church service. Lessons are received upon a very fine tubular-pneumatic instrument. Pupils are required to have studied piano previously.

First Year—Stainer's Organ, Rink Organ, Best Organ, Lemmen's Organ, Schneider's Pedal Studies, Dudley Buck Phrasing, Clemen's Pedal Technique, Pedal Obligato Playing, Hymn Tune Playing, Interludes, Modulations and Registration (Elementary).

Second Year—Extended study of Registration; Preludes and Postludes, Bach Studies, Schneider's Studies, Dudley Buck Pedal Studies, (Phrasing).

Third Year—Accompaniment solo voice, quartette, and choir, chant, mass, oratorio; organ solo, Sonata, etc., in every style; History of Organ; Classification of Organs, Improvisation.

Graduation—Thorough development of Technique; the advanced works of Bach, Thiele, Guilmant, Hesse, Merkel, Reinberger; adaptation of Organ part from Oratorio score; Examinations in Harmony and Counterpoint; and satisfactory performance of comprehensive programmes of Sterling organ music and transcriptions of orchestral works for organ. Questions will be asked respecting pitch and quality of organ stops and also as to the principle of stop combination. Candidates will be asked to read at sight such music as is used for church service. Performance of three selected solos, one of which shall be composed by J. S. Bach, and the others from the different schools. A supplementary course in "choir training" may also be taken.

Voice Culture

All information appertaining to this branch of the art may be had on application, both with regard to the singing classes and private instruction. Especial attention is given to voice placing, tone production, interpretation, phrasing and enunciation.

Public School Music

It is the purpose if this school to give each student an opportunity to acquire sufficient technical knowledge to read all ordinary music at sight. Each class receives thorough drill in theory, sight-singing and ear training, followed by melody writing, harmony, musical history and the best methods of presenting music to all grades. The chorus period is always of special interest to each student, as the class is composed of the entire school, its object being to study four part music and compositions of our best song writers.

The following musical organizations are maintained: The Choral Society, the Glee Club and the Orchestra. A student's concert is given each year. The musical organizations assist in furnishing music for the school programs.

Theoretical Department

Harmony, Counterpoint, Composition and Fugue—Special attention is given in the school to this all-important branch of musical study, a knowledge of which is necessary for a thorough appreciation of the works of the great masters.

First Year. (a) Rudiments of Music. (b) Harmony up to chords of the seventh and suspensions. (c) Harmonization of unfigured bases and melodies. (d) History of music up to the 18th century.

Second Year. (a) Harmony from the chord of the dominant seventh. (b) Counterpoint up to four parts. (c) General history of music. (d) Form in composition.

Text Books. Stainer's Harmony, Prout's Harmony, Macfarren's Harmony, Dr. Bridge's Primer of Counterpoint, Lewis' Counterpoint, Prout's Counterpoint, Bonavia Hunt's History of Music, Pauer's Form, Ouseley's Form.

Many people have the idea that this school of music is designed for advanced work in its several departments only. This is not true. The greatest care and attention is given to young students or "beginners". Especial care is given each young pupil and pains taken to form correct habits of study and a sure technique.

Everyone who desires to study music will be made welcome

and the best that the school can furnish is hereby most cordially extended to all who would learn more of the art.

A dozen pianos are included in the equipment of the music department and students are privileged to rent them for practice.

DRAWING

Instruction in art is considered of the highest importance by all progressive educators. It is important because it involves free, spontaneous expression through which the child's faculties are developed in a natural way. Art education sharpens the faculty of observation, stimulates the imagination, increases the power of creation.

Two courses are offered, one for Normal students meeting the requirement for the state certificate, the other an elective open to all students of the school who wish special training in drawing and painting.

Normal Drawing—The Normal art work aims first to develop technique, that is, the ability to express one's self with facility in various media such as pencil, charcoal, crayon, water color and clay; second, to cultivate taste, the appreciation of works of art, through a study of form, color, composition and design; and third, to prepare students for the teaching of drawing in rural and city schools, through a study of methods of presentation.

The scope of the work includes representation, construction and decoration. Under representation, training is given in drawing and painting of still life groups, such as plants, flowers, fruits and vegetables, vases and books; of life and action as the illustration of sports, games and all other activities; and of landscape, considering perspective, arrangement or composition, season of year, and time of day. A study is also made of the theory of color, as applied to the use of pigments.

Under construction and decoration, work is taken up which involves the application of the principles of design to problems in weaving and basketry, paper and cardboard, stenciling, block printing, leather and metal work. Some instruction is given in mechanical drawing, enabling Normal graduates to teach simple working drawings in the grades.

Students have the opportunity of doing practice teaching of art work in the Training School. This will be under the supervision of the special art teacher.

Drawing and Painting—The purpose and scope of the elective course, though much the same as the Normal course, will differ in that the professional side will be eliminated, more emphasis being placed upon the academic, that is, work in drawing, painting and design, for those wishing to study art for pleasure or profit.

PUBLIC SPEAKING

The work of the public speaking classes furnishes such instruction as will enable the student to intelligently interpret the printed page. The chief aim is to cultivate attention, awaken the finer instincts, stimulate imaginative thinking, and develop an appreciation of the beautiful in literature and life. Text books used are the "Evolution of Expression" series.

GYMNASTICS

The Swedish system of gymnastics is used and the exercises are intended to develop beauty of form, and to produce health and strength, and grace of body. The work will embrace free gymnastics, apparatus work, instruction in walking and standing, dumb-bells, Indian clubs, games, basketball and baseball.

Every girl in the Normal is required to take the work unless specially excused.

The students are marked upon the basis of attendance, effort and knowledge of the work given, and a passing grade is necessary for graduation.

Regulation gymnasium suits and shoes are required of all students.

BUSINESS DEPARTMENT

Our Aim—In maintaining a Business department the Normal is following a precedent which has been set by many of the leading schools in the country. Many of our larger cities have in the last few years established commercial high schools in recognition of the great and rapidly increasing demand for men and women with such a knowledge of modern methods of doing business as will enable them to hold responsible positions as bookkeepers, clerks or stenographers, or to assume the management of a business of their own. It is the experience of most business men that while it is very easy to secure stenographers who possess the requisite speed, it is an exceedingly difficult matter to obtain stenographers who combine this qualification with a thorough knowledge of English composition, and with such a general academic education as fits them to fill any positions but those demanding ordinary routine work.

It is the purpose of the Normal to admit to the Business department only such students as have a good grounding in the common branches. It is hoped that this department will prove especially attractive to students who have completed the course in some of our numerous high schools. The demand for competent stenographers and typists, as well as for bookkeepers who have had the equivalent of good high school training is far in excess of the supply.

Facilities—We believe that the facilities at the Normal for acquiring a thorough knowledge of commercial subjects are equal to those offered in the best schools of the country. In selecting teachers the Normal has sought to secure those having a thorough and practical knowledge of the subjects to be taught and possessing teaching and executive ability.

Mr. W. M. Oates, Secretary of the Normal, is director of the Business department. For some years he was registrar of the University of North Dakota, and later principal of the Aberdeen Business College. He is a graduate of the Gregg School, Chicago, and in addition to his business experience has spent six years in teaching.

In the large addition to the Central building which was constructed during the summer of 1912, commodious quarters were reserved for the Business department. These rooms are specially arranged and furnished so as to best meet the needs of the commercial work. In bookkeeping each student has his own desk and plenty of room to work with the large number of books and papers needed in this course. The typewriting room is supplied with a number of machines of the best standard makes. A well selected library of reference books on the subjects of general accounting, banking, business law, commercial geography, etc., is at the service of students.

ness career. Our method of teaching is a happy combination of

Bookkeeping—This course is designed to prepare for a business theory and practice, and the work is so real and fascinating that the student is interested from the start. The directions are clear and to the point. In the first part of the work the instructions are made out in full and all the student has to do is to follow the guide, thus avoiding the difficulties which so often discourage the beginner. Later on in the course he is thrown upon his own responsibility and proceeds by easy stages from the simple to the complex until he has mastered the most difficult principles of bookkeeping.

Gregg Shorthand—If one is planning to study the subject of shorthand, too much serious thought cannot be given to the question of which system to take up. Gregg shorthand is easier to learn than the Pittman or Graham systems, which fill text books three times as large as the Gregg text. The same movement is used in making the characters as is used in the Palmer method of writing. No vertical or shaded strokes are used, thus making it easy to read. Consonants and vowels are joined with an easy, continuous movement and their free use enables you to read your writing much more readily than you can any other system. Gregg shorthand is easy to

write, easy to read and easy to master. The shorthand profession is a wide and ever enlarging field of activity for young men and women, and anyone proficient in this subject may feel sure of a good position.

Typewriting—The touch system is taught for two hours each day throughout the year. Graded exercises designed to aid the student in learning the key-board precede letters, law forms, and practice for speed. The student is early taught the proper care of the machine. Transcript work from shorthand notes is taken up after the student has learned the keyboard.

Penmanship—Good penmanship is the key that opens the door to success more often than any other accomplishment. Other things being equal, the best penman will get the position. We teach the Palmer muscular movement method, which is a rapid, easily executed system of business writing.

Spelling—Much attention is given to this important subject. Lists of words are studied as to meaning, syllabication and pronunciation. A thorough drill in correct spelling accompanies the proper use of words in sentences and paragraphs.

Demand for Commercial Teachers—In the educational world the tendency of the times is to establish commercial courses in private and high schools, and even in grade schools, and the teacher who is qualified to instruct students in these courses will receive the preference. It is almost unnecessary to speak of the advantages of being prepared to answer a call to this line of work. The manager of one of the leading teachers' agencies of the country had this to say not long ago: "For a considerable time our list has been unable to supply the calls we have received for teachers of commercial branches, although the calls have been for teachers at considerably higher salaries than is ordinarily paid for other lines of work. The demand for teachers of commercial branches who have had good educational advantages exceeds the supply very greatly. In our judgment the opportunities and salaries for teachers in commercial work are exceedingly attractive."

It is especially fitting that teachers' training work in commercial subjects should be offered at the Northern Normal and Industrial School, where the spirit of teaching is in the air. It is imperative that we supply some of the calls that come to us for teachers qualified to give instruction in commercial subjects, and we hope that many will enroll for this work.

Special Advantages—Students taking the Business course at the Northern Normal and Industrial School enjoy many advantages

which are not found elsewhere. Among these the following may be especially noted:

1. Students may pursue work in any of the other departments of the Normal without extra cost. Many of our students take one or more courses in the following: Music, Elocution, Drawing (freehand and mechanical), Shop Work, Languages, Literature, History, Sciences, Mathematics, etc. They have the advantage of instruction under skilled specialists in these various lines.

2. Young people gain much by association with our large body of students and enjoy the benefits of school life in a large institution. The regular rhetorical exercises and debates, the daily chapel exercises at which prominent speakers address the students, and the many social and athletic events offer opportunity for "all-around" development. The school maintains a lecture course each year and tickets may be secured at very reasonable rates.

3. The Normal library is at the disposal of commercial students. Its large reading room and well filled shelves and files are open to these students at all hours of the day.

4. The school is in a position to be of great service to young people seeking employment in the business world. We receive numerous calls from various industrial institutions for young men and women to take positions of responsibility and trust. We take a deep interest in the welfare of our graduates and help them in every way possible.

List of Students

In Attendance During the Year 1912-1913

SENIOR CLASS

Advanced Normal Course

Armstrong, Katharine	Rockton, Illinois
Beach, Florence Mildred	Aberdeen
Bean, Esther Margaret	Bath
Beckwith, Emma Marie	Pierre
Braun, Mayre Matilda	Aberdeen
Briscoe, Laura Cecilia	Gettysburg
Crain, Mabel Etta	Webster
Davies, Jeannette	Aberdeen
Drum, Grace Pauline	Aberdeen
Gullickson, Viola Henrietta	Claremont
Haddow, Helen Grace	Sparta, Wisconsin
Harris, Mabel Agnes	Aberdeen
Hay, Kathryn Melissa	Aberdeen
Husband, Ivy Cecilia	Aberdeen
Jilek, Anna Mouri	Mound City
Krieger, Florence Isabel	Langford
Lane, Lillian Elizabeth	Elk Point
Lane, Madge Johnson	Leola
Lathrop, Myrtle Bell	Bath
Lenz, Cecelia Anna	Conde
Lindekugel, Lemana Emmaline	Mansfield
Little, Mabel	Bath
Minard, Mildred	Aberdeen
Peterson, Edward Clarence	Ipswich
Pettingill, Blanche Edna	Frederick
Porter, Mary B.	Valley City, N. Dak.
Powers, Ethel Marie	Groton
Slocum, Lynn Ferd	Linton, N. Dak.
Stewart, Jean Mae	Aberdeen
Wilson, Helene Beatrice	Ada

Household Arts Course

Coleman, Esther	Aberdeen
Crandall, Dorothy Abble	Aberdeen
Curtis, Augusta Bessie	Britton
O'Donnell, Jane	Aberdeen
Wasson, Grace Eliza	Marshall, Minnesota

Advanced Academic Course

Bacheller, Elwyn Paul	Aberdeen
Bacheller, Harold Irving	Aberdeen
Draeger, Henry Herman	Aberdeen
Edmunds, Wade Melvin	Aberdeen
Hundstad, Carl Edwin	Bath
Kiplinger, Sara Mildred	Gettysburg



THE Y. W. C. A. CABINET



THE Y. M. C. A. CABINET

Miller, Eva Joy	Ipswich
Noonan, John Joseph	Frankfort
Shumway, Olive Fay	Aberdeen
Jones, Esther Elizabeth	Aberdeen

JUNIOR CLASS

Abbott, Lillian Belle	Tyndall
Andersen, Clara Ethelda	Aberdeen
Angier, Esther Isabel	Litchfield, Minn.
Armstrong, Idah	Rockton, Illinois
Aspen, Alma Louise	Langford
Baker, Grace Helen	Bowdle
Bohle, George Jerome	Artas
Boyd, Ruth Amle	Bowdle
Breckenridge, Eva Clare	Twin Brooks
Britzius, Adella Alvina	Aberdeen
Buri, Esther Ruth	Big Stone City
Buri, Lydia Jane	Big Stone City
Carpenter, Maurene	Aberdeen
Cooley, Mary Avis	Britton
Cowan, Claribel Hope	Jeffers, Minnesota
Cox, Marguerite R.	Pierre
Craft, Myrtle Elizabeth	Aberdeen
Dalton, Grace Elizabeth	Mauston, Wisconsin
Dalton, Isabel Veronica	Mauston, Wisconsin
Daly, Marlon Agnes	Aberdeen
Davies, Lou	Hutchinson, Minn.
Deffebach, Harry W.	Hettinger, N. D.
Donohue, Anna Rose	Yankton
Eskelson, Carl L.	Rushford, Minn.
Everitt, Maud H.	Redfield
Flier, Constance Blanche	Morristown
Gernon, Nellie Leona	Westport
Gullord, William E.	Iona, Minnesota
Harkness, Hazel G.	Aberdeen
Harkness, Ruth Mae	Aberdeen
Harper, Mary Hortense	Milbank
Healy, Mabel Louise	Langford
Hickcox, Sadie Grace	Spring Green, Wis.
Johnson, Arthur Lee	Aberdeen
Jones, Frances Marie	Bradley
Jordan, Henry William	Minneapolis, Minn.
Kvam, Ben K.	Butler
Lighthouse, Martha Uldeane	Aberdeen
Lindquist, Leola Isabel	Langford
Lueck, Clarence P.	Aberdeen
Maxfield, Hazel Dora	Milbank
McKee, Lynn Wilson	Aberdeen
McNally, Margaret E.	Timber Lake
Mead, Letha Grace	Huron
Miller, Grace Dorothy	Milbank
Nachtigal, Frieda Dorothy	Fairfax
Peterson, Mabel Pauline	Bradley
Putman, Stella May	Felder
Ramsdell, Laura Leone	Faulkton

Robbins, Amanda Angela	Langford
Schmidt, Elsie Agnes	Selby
Scott, Alta Jane	Custer
Severson, Emma Louisa	Cambridge, Wisconsin
Shearer, Myrtle Louise	DeSmet
Shuler, Marie Rosalind	Lavina, Montana
Smith, Pearle Eliza	Florence
Steele, Roy Edward	Groton
Suhr, Teresa Apolone	Milbank
Swartz, Mary Viola	Weldon, Iowa
Taylor, Willard Brush	Aberdeen
Tillotson, Lucius Edward	Lemmon
Valentin, Sadie Louise	Aberdeen
Vetter, Ursula Elizabeth	Aberdeen
Voegeli, Ida	Beresford
Welsh, Gertrude Katharine	Aberdeen
Wood, Benjamin Walter	Spearfish
Wurfel, Nellie Kathyrn	Huron

FOURTH YEAR STUDENTS

Andree, John Albert	Aberdeen
Bacheller, Constance Amanda	Aberdeen
Belseth, Dora Casparra	Wetonka
Benjamin, Horace Hanton	Frederick
Bohl, Herman J.	Brentford
Cate, Margie May	Warner
Cate, Walter Chester	Warner
Conant, Eugenia Agnes	Bath
Conway, Verna Constance	Orient
Denniston, Louise Annah	Aberdeen
Dent, Donald	Aberdeen
English, Mabel Constance	De Smet
Foss, Thomas Watson	Milbank
Genung, Bernice	Warner
Gibson, Milton	Amherst
Gronseth, Celina	Britton
Gruse, Anna Emma	Corona
Havey, Catherine Gertrude	Lyndon, Wisconsin
Heberer, John	Groton
Jump, Mary Winifred	Aberdeen
Kepke, Irving	Groton
Larson, Alveda	Warner
Larson, Nelle M.	Aberdeen
Lohr, Hazel Laura	Estelline
McCaughey, Marion E.	Brentford
Miner, Edith W.	International Falls, Minn.
Mikkelson, Emma Christiana	Lebanon
Nesbitt, Bessie Edith	Mina
Neyhart, Ethel Mae	Gettysburg
Olander, Adolph Curtiss	Aberdeen
Olson, Effie	Chamberlain
Parker, Benjamin F.	Highmore
Peabody, Lorraine Mae	Amherst
Perry, Mabel Gertrude	Ipswich
Price, Howard Scott	Aberdeen

Romans, Gertrude	Aberdeen
Schrandt, Cora	Chelsea
Sondergard, Anna May	Turton
Tiffany, Josephine Katherine	Aberdeen
Viriden, Leola	Rowan, Iowa
Waurich, Gertrude Elso	Reichenau, Germany

THIRD YEAR STUDENTS

Ahlers, Allyn Edward	Stewart, Minn.
Anderson, Altie Viola	Westport
Anderson, Glenn John	Aberdeen
Arndt, Fred Carl	Leola
Beach, Zelma Irene	Lebanon
Brudos, Henrietta Louise	Veblen
Byrne, Malcolm	Pierre
Christian, Edna Altha	Warner
Congdon, Marie Vinette	Cheyenne Agency
Coon, Grace	Plateau
Cory, Victor A.	Spearfish
Daly, Jeannette M.	Columbia
Daulton, Celia Grace	Frederick
Daulton, Thomas C.	Frederick
De Witte, Burdette D.	Holabird
De Witte, Henrietta	Holabird
Falk, Ruth Amanda	Groton
Fargo, Dorothy Mae	Santa Cruz, California
Freeland, James E.	Canton
Gerdes, Irene Hortense	Eureka
Gernon, Marie Laura	Westport
Greening, Harvey R.	Milbank
Gronseth, Anna	Britton
Hattle, Martha	Eureka
Halstrom, Esther Olivian	Webster
Heberer, Edward Walter	Groton
Hohensee, William H.	Aberdeen
Hollien, Robert O.	Aberdeen
Holmes, Ethel Mae	Mansfield
Hughes, Blanche Mae	Gettysburg
Huntington, Ernest K.	Aberdeen
Hutsinpillar, Dorothy	Oakes, N. D.
Ingersoll, Marjorie	Aberdeen
Jahraus, Robert	Barbara
Jones, Thomas David	Plana
Kraushaar, Rudolph W.	Waverly, Iowa
Langeland, Esther May	Mansfield
Larson, Grace Ellen	Warner
Lawien, Lillian	Glenham
Lawrence, Bertha Lillian	Selby
Lindsey, Raymond	Aberdeen
McKay, Cora Delia	Orient
McMeekin, Irene Faye	Vivian
Merkle, Christian A.	Eureka
Nechas, Thomas J.	Lidgerwood, N. D.
Parsons, Clo De Etta	Estelline
Richardson, Mark	Aberdeen

Roundy, Jessie	Aberdeen
Ryman, Laura Ida	Aberdeen
Scarborough, Ada Marie	Aberdeen
Scott, Virginia Elizabeth	Estelline
Seaman, Phillip, S.	Warner
Siemann, Laureta Agnes	Westport
Slack, Nellie Verle	Stratford
Stenberg, Hilma Olette	Roslyn
Sunde, Clarence H.	Sisseton
Troge, Ralph F.	Aberdeen
Van Beek, Clara	Aberdeen
Van Beek, Cora	Aberdeen
Van Beek, Mabelle	Aberdeen
Voigt, Esther Martha	Aberdeen
Walter, Ransom H.	Conde
Watkins, Myrtle Iona	Aberdeen

SECOND YEAR STUDENTS

Andreasen, Ella Florence	Waubay
Ashford, Harry Ward	Stratford
Bacheller, Robert Dale	Aberdeen
Barrett, Margaret Mary	Broadview, Mont.
Bartlett, Ola Belle	Aberdeen
Batesole, Effie Elinor	Aberdeen
Bauer, Vera Ruth	Aberdeen
Becker, Muriel Emogene	Aberdeen
Bens, Paul A.	Herreid
Bentz, Christian	Artas
Blood, Myrtle Alma	Glenham
Brudos, Edna Louise	Veblen
Burnham, Curtis Howard	Aberdeen
Buttrick, Ruth Jewel	Isabel
Christie, Anna Evelyn	Frederick
Clark, Ethel May	Braddock, N. D.
Copenhaver, Vina Belle	Forbes, N. D.
Cure, Jessie Mae	Putney
Doolin, Anastasia G.	Putney
Edman, Helen R.	Bison
Eske, Lydia Emma	Conde
Gerken, Gleva	Miranda
Giffin, Ernest C.	New Castle, Ohio
Gigear, Wilford M.	Bison
Greeno, Cornelia M.	Amherst
Hall, Alberta Teresa	Harrold
Hast, Louise	Bruce
Helgellen, Cecelia Gura	Mansfield
Hezel, Hugo Alvin	Aberdeen
Hite, Frances E.	Aberdeen
Hoillen, Kathleen Agnes	Aberdeen
Howe, Waneeta Sarah	Watertown
Johnson, Ruth Ellen	Strandburg
Jones, Mabel	Spain
Jump, Alma Blissey	Aberdeen
Kindred, Emory B.	Wetonka
Kreiter, Will Delyal	Aberdeen

Kutschke, William J.	Leola
Larson, Clara Leonora	Warner
Leffingwell, Ruth Agnes	Summit
LeLacheur, Esther	Sisseton
Lindgren, Freda A.	Aberdeen
McCarlson, Anna Sophia	Holmquist
McGlynn, Paul Amley	Hecla
McGovern, Lenore Elizabeth	Westport
Moore, Helen Engh	Aberdeen
Morrow, Bernard	Rudolph
Morrow, Lillian Frances	Rudolph
Mullally, Mary Rose	Ft. Yates, N. D.
Neillson, Geneva Lenora	Lake Preston
Nicholson, Katherine Irene	Aberdeen
Penwell, Lucin Mary	Ames
Pratt, Pearl Elma	Aberdeen
Rowlands, Beulah May	Aberdeen
Ryman, Alvina Gertrude	Aberdeen
Schmitt, Barbara Matilda	Epiphany
Sieh, Leone Evangeline	Aberdeen
Smith, Blanche Eileen	Aberdeen
Smith, Ina Belle	Aberdeen
Sueltz, Olga Matilda	Groton
Sundt, Leonie Vivian	Cartwright, Man., Can.
Swanson, Selma	Aberdeen
Tippey, Vera Estella	Frederick
Turner, Lyle Johnson	Leola
Walgren, Thecla	Groton
Werner, Agnes Louise	Wheaton, Minn.
Werth, Esther Allvinla	Warner
Witcher, Ruth E.	Ada
Wollmann, Andreas A., Jr.	Freemad

FIRST YEAR STUDENTS

Ackerman, Calvin	Artas
Anderson, Alfred T.	Aberdeen
Andree, Robert Hjalmar	Aberdeen
Antijuntti, Lester	Bryant
Arness, Evelyn Ida	Aberdeen
Bjork, Paul Theodore	Aberdeen
Bornhurst, Lydia Harriet	Rockham
Breckenridge, Gladys Belle	Twin Brooks
Carignan, Marguerite M.	Ft. Yates, N. D.
Cermak, Mary	Avon
Cox, Minnie H.	Pierre
Crady, Cora Mae	Mina
Crane-field, Daisy C.	Conde
Crane-field, Mabel G.	Conde
Cranker, Louis B.	Aberdeen
Dahme, Clara Marie	Mina
Daniels, James C.	Ipswich
De Witte, Lyall H.	Holabird
Dittes, Lizzie Anna	Corona
Fillbach, Margaret	Andover
Fletcher, Marguerite M.	Barnard

Forrest, Mae	Cork, Ireland
Fountain, Helen	Oakes, N. D.
Francis, Ada Rubina	Mound City
Garry, Margaret J.	Rockham
Granger, Roe Arnott	Aberdeen
Gronseth, Josie	Britton
Guhin, Mary Alacia	Aberdeen
Gustafson, Marie C.	Aberdeen
Hall, Ruth Jennie	Big Stone City
Hanley, Marcella E.	Broadland
Heydlauff, Gabriella D.	Aberdeen
Holmes, Tekla Marie	Conde
Hooper, Dorothy	Aberdeen
Horn, Cora E.	Spain
Huber, Carter Joseph	Turton
Hurst, Claire	Aberdeen
Ickes, William I.	Oyen, Alberta, Canada
Jakle, Ida Margaret	Waubay
Johnson, Clarence E.	Aberdeen
Johnson, Marie Josefina	Latorps Bruk, Sweden
Johnson, Stanley C.	Aberdeen
Kepke, Walter William	Groton
King, Frances Mary	Britton
Kinney, Francis P.	Ipswich
Kinney, Rozzella M.	Ipswich
Knight, Hazle M.	Aberdeen
Krause, Anna Beata	Leola
Kubier, Julius E.	Akaska
Larson, Melvin P.	Warner
Liedtke, Raymond	Aberdeen
Lier, August Fred	Putney
Lundman, Anna Amelia	Randolph
Madsen, Arthur	Carpenter
Magner, Evelyn M.	Glasgow, Montana
Mansbridge, May Dorcas	Ada
Markham, Pearl Mary	Alfred, N. D.
Marquett, Etta Elizabeth	Sparta, Wis.
Masteller, Mary Aldora	Mansfield
McGlynn, Robert Bjorn	Hecla
McInerney, John	Wilmot
McKittrick, Margie Mae	Andover
Monserud, Therese Sophie	Waubay
Morrison, Elfie Mary	Westport
Moyle, Mary Catherine	Westport
Munson, Esther E.	Lily
Neff, Nellie Mae	Lemmon
Neiger, Vivian Viola	Mansfield
Nelson, Katie Olena	Aberdeen
Noomen, Gertrude E.	Hull, N. D.
Olsen, Hilda Josephine	Aberdeen
Olson, Lillian Onetta	Kidder
Pabst, Martha E.	Aberdeen
Parsch, Frank John	Aberdeen
Pratt, Alta Mable	Chapelle
Price, Marie	Aberdeen

Ratzmann, Henry J.	Wetonka
Rehfeld, Ernest O.	Aberdeen
Richter, Fred J.	Aberdeen
Ristau, Alma Ida	Warner
Rushby, Mabel Beatrice	Seim
Rye, Alma Sophie	Pierpont
Safford, Harold Arthur	Aberdeen
Sahli, Frank J.	Hague, N. D.
Samuelson, Lela Marie	Stratford
Schatz, Esther Evalyne	Aberdeen
Schatz, Gottlieb	Temvik, N. D.
Schirber, Marie Veronica	Herreid
Schott, Mary Louise ..	Groton
Shanley, Ernest	Mansfield
Shanley, Loren	Mansfield
Sliter, Mildred	Aberdeen
Sloan, Elsie W.	Giese, N. D.
Smith, Ruth Violet	Aberdeen
Stauffenberg, Cora V.	Putney
Stellner, Henry W.	Stoddard, Wis.
Stewart, Mildred Grace	Britton
Sueltz, Fred Charles	Groton
Sunde, Berton Julian	Sisseton
Thompson, Myrtle A.	Groton
Thompson, Torge Barthol	Mission Hill
Thornton, Frances Mae	Warner
Tronson, Edwin Oscar	Glenham
Trousil, Bessie Mary	Effington
Trousil, Lillian Clara	Effington
Van Schaick, Mary Edna	Sisseton
Volk, Jacob Joseph	Hague, N. D.
Williams, Dayton E.	Aberdeen
Wilson, William H.	Ada

SPECIAL STUDENTS

Abrahamson, Thomas	Aberdeen
Aldritt, Ethel M.	Wetonka
Anderson, Bertha L.	Harlan, Iowa
Ball, Mattie	Ferney
Bennett, Elisabeth Rhea	Aberdeen
Bisbee, Roy Milo	Rock Island, Illinois
Bryant, Zella Cordelia	Aberdeen
Bush, Charles O.	Claremont
Cairns, Anna Tanberg	Aberdeen
Christensen, Olga Rosalia	Randolph
Cummins, Nora B.	Aberdeen
Draheim, Mrs. H. J.	Aberdeen
Foncanon, Vivian	Aberdeen
Gage, Clark	Aberdeen
Granger, Ethel C.	Aberdeen
Gullander, Magnhild A.	Bristol
Hafsos, Amelia M.	Aberdeen
Harrison, Annie Elizabeth	Janesville, Iowa
Hasse, Royal Alvin	Aberdeen
Hemenway, Susan	Waterloo, Iowa

Johnson, Garnett	Aberdeen
Johnson, Hugh E.	Aberdeen
Jones, Wilfred Bebb	Swift Current, Sask., Can.
Kepke, Adelaide H.	Groton
Knight, Bertha L.	Woonsocket
Lathrop, Ida Mildred	Bath
Lindem, Christian J.	Marinette, Wisconsin
McConnell, Helen T.	Aberdeen
McVeigh, Olive May	Britton
Meadows, Ada Georgene	Ipswich
Meler, Emeline R.	Lomax, Nebraska
Nash, Mrs. G. W.	Aberdeen
Neltzel, Mabel Anna	Tulare
Olander, Ruth	Aberdeen
Ott, Thelma I.	Aberdeen
Ott, Vivian L.	Aberdeen
Pew, Eunice	Milbank
Pierson, Edith M.	Aberdeen
Poore, Mary Gray	Aberdeen
Reagan, Georgia	Aberdeen
Reagan, Grace	Aberdeen
Reed, Gladys Lillian	Aberdeen
Reed, Rhea May	Aberdeen
Richardson, Irene Mae	Aberdeen
Ruden, Gilbert Ingvald	Lake Norden
Russell, Emily Lucile	Aberdeen
Ryman, Edward	Aberdeen
Smith, Bernice Lillian	Aberdeen
Strutz, Rose	Holmes, N. D.
Sutter, Clara Melissa	Monona, Iowa
Wanvig, Olive Ethel.....	Aberdeen
Wells, Besse Belle	Watertown
Wells, Helen Rhea	Aberdeen
Wolter, Emma Alvinia	Aberdeen

PUPILS OF THE TRAINING SCHOOL

First Grade

B. Division

Abersoll, Russell
 Fulker, Freddie
 Handkins, Dortha
 Hintz, Helen
 Kellogg, Dorothy
 Merklinger, Cecil
 Myers, Bernice
 Shaw, Genevaia

A. Division

Eyestone, Esther
 Madden, Steven
 Melgaard, Lester
 Merklinger, Everett
 Nash, Newman
 Oderkirk, Robert
 Rivett, Wilfred
 Rosenberg, Lief
 Strutz, Karl

Second Grade

Abersoll, Guy
 Abersoll, Maryla
 Carroll, Lawrence
 Fulker, Forrest
 Gordon, Glendale

King, Vila
 Smith, Ethel
 Tiffany, Matthew
 Valentine, Edgar
 Wolbrink, Adeline



THE LADIES' HALL.



ABERDEEN CHURCHES

Third Grade

Berg, Kolbyorn
Fusk, Sigrid
Handkins, Ardath
Madden, Bernard
Noonan, Norma

Rosenberg, Mamie
Sawyer, Edrie
Scarlett, Homer
Shaw, Leslie
Valentine, Hazel

Fourth Grade

Arness, John
Brewer, Clifford
Draper, Ethel
Draper, Joseph
Fahy, Bernard
Fahy, John
Fusk, Anna
Ingalls, Walter

Lindsey, Leland
Madden, Martha
Myers, Margie
Newton, Leroy
Richards, Catherine
Wells, Harry
Witz, Cecil
Wright, Clarence

Fifth Grade

Abersoll, Nora
Berg, Reidar
Fahy, Anthony
Foncannon, Vivian
Fulker, Merle
Gordon, Bennett
Granger, Elva
Guhin, Donald
Handkins, Vernon

Kingsbury, Donald
Olander, Ruth
Ralsch, Edna
Richards, Everett
Samelson, Lyle
Smith, Flossie
Strutz, Alma
Trousil, Agnes
Wright, Roy

Sixth Grade

Aman, Jacob
Bjork, Olive
Carroll, Bernice
Fulker, Terry
Newton, Florence
Park, Frieda

Reilly, Lucille
Samelson, Kenneth
Samelson, Vivien
Scarlett, Don
Sueltz, Bernard
Vetter, Adam

Seventh Grade

Butcher, Ralph
Dapper, Ruth
Fahy, Clare
Faus, Ione
Granger, Olive
Hulm, Roy
Jenkins, Ruth
Johnson, Charles
Kindschi, Emma
Madden, James
Neill, Henry

Ochsner, Emmanuel
Richards, Edith
Rietz, Edna
Shaw, Ruby
Smith, Gertrude
Smith, Gladys
Swanson, Leonard
Valentine, Arnold
Wenz, Walter
Youngman, Lula

Eighth Grade

Anderson, Laurence
Antijuntti, Lester
Curtis, Pearl
Fischer, John
Gunnison, Nina
Hughes, Philip
Janecke, William
Jump, Marguerite
Maloney, James
Markovetz, Edward

McCabe, Hallie
Moon, Herbert
Muller, Fred
Olander, Carl
Price, Forrest
Rasmussen, Guy
Scarlett, Ethel
Scherr, August
Simmons, Ruth
Sliter, Bessie

Eighth Grade Review Class

Beechey, Violet	Britting, Catherine
Britting, Margaret	Bruns, Isel
Buene, Eureka	Feller, Emily R.
Feller, Violet E.	Fox, Bert F.
Fox, Jessie Fern	Kraft, Mary M.
Lowe, Alvin H.	Lowe, Louisa A.
Magone, Joseph	Mang, Eva
Meyer, Lena	Miller, Florence E.
Orth, Edith	Plummer, Kenneth C.
Silbernagel, Rosa M.	Stroman, Edna M.
Wade, Ralph M.	Walter, Lillian
Weger, Minnie	Westby, Edmund
Westby, Magnus	Whaley, Ralph J. A.
Wiedebusch, Anna	Wiedebusch, Emma
Winter, Richard	Zick, Lawrence

Short Course in Domestic Science

Cowles, Jessie	Face, Vevia
Johnson, Emma	Jones, Lily M.
Kipp, Dana	Kissinger, Catherine
Lee, Ella	Luke, Edna
Ryman, Verna	Schott, Rose
Stehley, Mabel	Thompson, Grace
Walter, Elsie	Williams, Maria
Yunker, Charlotte	Zeller, Fern

***SUMMER SCHOOL, 1912**

**Held Under the Direction of President G. W. Nash but not a part of
the State Work of the Institution.**

Adams, Mildred Jessie	Aberdeen
Agnes, Sister M.	Aberdeen
Aird, Jessie Lucina	Wacota
Aldrich, Louis	Aberdeen
Alford, Elizabeth	McIntosh
Allen, Bernice Fay	Nevada, Iowa
Amley, Camilla Beulah	Aberdeen
Amsden, Kate	Groton
Augustine, Sister M.	Aberdeen
Babcock, Mary Vinnette	Sisseton
Bapp, Nettie Jane	Dell Rapids
Barnes, Elizabeth	Aberdeen
Batson, Florence	Pine Island, Minn.
Batteen, Mrs. Anna Louise	Mansfield
Beiseth, Dora Casparra	Wetonka
Bentz, Christian	Artas
Bernard, Sister Mary	Aberdeen
Bishop, Mabel Etta	Wilmot
Blackmer, Luetta Gertrude	Cresbard
Bohle, Louise	Artas

*This is the enrollment for the six weeks' session and does not include nearly 600 teachers who attended the Joint Institute.

Boocock, Martha Adeline	Browns Valley, Minn.
Borgia, Sister Mary	Aberdeen
Bowman, Bess Almyra	Aberdeen
Bragstad, Susanna Amanda	Roundup, Montana
Braun, Mayre Matilda	Aberdeen
Brendan, Sister Mary	Aberdeen
Brendmoen, Minnie S.	Roslyn
Brokaw, Sylvia	Lebanon
Brown, Olive	Aberdeen
Brudos, Henrietta Louise	Vebien
Bruns, Lillie Meta	Hecla
Bryant, Zella Cordella	Aberdeen
Bush, Charles Oscar	Claremont
Carlson, Arda Carliziva	Wetonka
Carlson, Nannie Mary	Holmquist
Case, Ethel Delana	Monago, North Dakota
Castle, Nina	Britton
Cattnach, Rosa	Timber Lake
Christian, Lucile Mary	Sisseton
Christianson, Ora	Aberdeen
Christianson, Otto C.	Miranda
Clemenson, Clarence	Doland
Cole, Mary Jeanette	Aberdeen
Conception, Sister Mary	Aberdeen
Cook, Jesse Kennedy	Ferney
Cortrite, Florence Alice	Monango, North Dakota
Crissman, Goldie	Ipswich
Croasdalle, John	Roscoe
Cummins, Lee	Aberdeen
Cummins, Nora Belle	Aberdeen
Cummins, Ray	Aberdeen
Cunningham, Effie Beatrice	Mina
Daly, Adelaide Cecelia	Columbia
Daly, Jeannette Magdaline	Columbia
Davies, Jeannette	Aberdeen
Delzer, William	Ashley, North Dakota
DeSales, Sister M.	Aberdeen
Dewey, Beatrice	Mobridge
Drahn, Emma Alvina	Froelich, Iowa
Drisco, Fern	Aberdeen
Drisco, Marion	Aberdeen
Drum, Florence	Aberdeen
Dudley, Elizabeth	Hot Springs
Dunsdon, Josephine Myrle	Edgeley, North Dakota
Dunsdon, Stella Luella	Edgeley, North Dakota
Dye, Grace Darling	Richards
Dye, Pearl Anna	Richards
Eastman, Alice Maud	Webster
Eldredge, Blanche Ailene	Gascoyne, North Dakota
Eldredge, Nola Genievieve	Gascoyne, North Dakota
Eldredge, Olive Leona	Gascoyne, North Dakota
Ellinghausen, Gesine Anna	Hecla
Erbe, Mary Elizabeth	Ipswich
Eskelson, Carl L.	Rushford, Minnesota
Evans, Kathleen	Aberdeen

Fiddler, Elizabeth	Pollock
Finbarr, Sister Mary	Aberdeen
Fish, Sara	Ventura, Iowa
Fjon, Emma Sophie	Pollock
Flakoll, Agnes Cannutte	Pierpont
Ford, Lucian Caleb	Frankfort
Ford, Mary Elizabeth	Estelline
Francis, Sister M.	Aberdeen
Freed, Alma	Loyalton
Freeland, Myrtle Edith	Claremont
Fuller, Emma	Gary
Fulton, Nellie	Forbes, North Dakota
Gay, L. Ray	Vermillion
Gelling, Gertrude	Frederick
Gerken, Gleva	Miranda
Gerken, Mary Emma	Miranda
Gilman, Irene	Henry
Glesne, Otto	Aberdeen
Granger, Ethel Christina	Aberdeen
Greening, Elsie Carinne	Milbank
Griffin, Frances Irene	Salem
Griffis, Grace Capitola	Webster
Gruse, Anna Emma.....	Corona
Gullickson, Viola Henrietta	Claremont
Gustafson, Marie Christiana	Aberdeen
Hagen, Lea Gunilda	Pollock
Hargrave, Alpha Myrl	Hankinson, North Dakota
Hast, Sidonia	Bruce
Havey, Catherine	Aberdeen
Heffernan, Alice Margaret	Big Stone
Heland, Agnes	Ellendale, North Dakota
Herring, Maude	Jeffers, Minnesota
Hickey, Adelia	Pierre
Hickey, Mrs. Josephine	Minneapolis
Hilton, Blanche Harriet	Ipswich
Hilton, Lora	Deadwood
Hite, Archie Ray	Ferney
Holland, Cora	Britton
Hornbeck, Pearl.....	Edgeley, North Dakota
Horning, Frankie Hazel	Cresbard
Hough, James M.....	Glenham
Hough, O'ga Phylomelia	Glenham
Humphries, Eunice	Morristown
Huntington, Margaret	Aberdeen
Impecoven, Helena	Amherst
Jarvis, Annette	Faulkton
Jesme, Hattie Louise	Florence
Johnson, Clarence Elbert	Aberdeen
Johnson, Ella Mae	Webster
Johnson, Ellen Marguerite	Stillwater, North Dakota
Johnson, Florence Rosalie.....	Thunder Hawk
Johnson, Kittie May	Aberdeen
Johnson, Mildred Mabel	Thunder Hawk
Johnson, Minnie Carolyn	Stillwater, North Dakota
Johnson, Stanley	Aberdeen

Johnstad, Jennie	Grenville
Jones, Esther Elizabeth	Aberdeen
Jones, Jane Joan	Ipswich
Jones, Katie	Spain
Jones, Lillian Ada	Elizabeth, Illinois
Joyce, Gertrude Mary	Burdette
Judd, Bertha May	Keystone
Junker, Henry	Sutley
Keegan, Agnes Marie	Aberdeen
Kimball, Beulah	Mellette
Kimball, Charles Harold	Aberdeen
Kinney, Thomas	Ipswich
Knight, Bertha Leona	Woonsocket
Knoke, William Henry	Columbia
Krahn, Albertina	Aberdeen
Kreiger, Florence Isabel	Langford
Kruse, Bertha Sophia	Bowdle
Kyle, James Henderson	Aberdeen
Langhout, Alma Winifred	Sioux Falls
Larson, Anna Lisabelle	Hendricks, Minnesota
Larson, Nellie Marland	Aberdeen
Lasell, Dana	Webster
Lasell, Leola Lillian	Webster
Lathrop, Mildred	Aberdeen
Lathrop, Myrtle Bell	Aberdeen
Lauermann, Edward	Aberdeen
Lawrence, Frances Edna	Roslyn
Lekvold, Mabel	Naples
Lemler, Bernard	Hoven
Lewis, Gertrude Marie	Aberdeen
Liggett, Ethel	York, Nebraska
Lohr, Hazel Laura	Estelline
Lowe, Elizabeth	Eagle Butte
Lowe, Esther	Eagle Butte
Lyons, Martha	Monrovia, California
McCaughey, Mabel	Aberdeen
McCormick, Florence Fair	Doland
McGovern, Grace Katherine	Aberdeen
McHugh, Grace	Aberdeen
McKinnon, Margaret Carruthers	Glenham
McLean, Lizzie	Aberdeen
McLean, Rose	Aberdeen
McQuillon, Arla Gertrude	Britton
Madden, Irene Mercides	Castlewood
Madden, James	Adrian, Minnesota
Magone, George	Aberdeen
Maloney, Paul	Aberdeen
Manning, Kathryn	Aberdeen
Marsden, Carl	Eagle Butte
Marsh, Bessie	Faultkton
Martin, Autie Harrison	Goreville, Indiana
Mason, Alice Bryden	Aberdeen
Melsner, Martha Albertina	Herreid
Melchert, Walter	Spring Valley, Minnesota
Mesick, Gertrude Alice	Highmore

Mikkleson, Emma Christiana	Lebanon
Minard, Mildred	Aberdeen
Morris, Anna Evans	Langford
Morrison, Alfaretta Mary	Westport
Morrison, Charles W.	Ipswich
Morrison, Estella Josephine	South Shore
Mullen, Barney	Akaska
Murdy, Robert C.	Aberdeen
Narregang, Robert	Aberdeen
Neiger, Vivian Viola	Mansfield
Neprud, Mabel	Flandreau
Neyhart, Ethel Mae	Gettysburg
Nicholson, Beatrice L.	Aberdeen
Nuss, Emma Margaret	Artas
O'Donnell, Jane	Aberdeen
Olson, Emma Marie	Holmquist
Owen, Gertrude	Keystone
Parker, Benjamin Franklin	Highmore
Patricia, Sister Mary	Aberdeen
Paul, Mina	Faulkton
Peckham, Irene Mary	Aberdeen
Perkins, Edith Lois	Holmquist
Perkins, Mary	Holmquist
Perry, Leland Gordon	Bath
Persun, Francis J. E.	Mildred, Pennsylvania
Peterson, Elsy	Newark
Peterson, Gretchen	Rapid City
Pierce, Addie Alma	Tulare
Pierson, Adla Margaret	Burnstad, North Dakota
Pierson, Edith May	Aberdeen
Porter, Mary	Valley City, North Dakota
Quam, George Norman	Mansfield
Quigley, Raymond L.	Aberdeen
Rasmussen, Eva Ione	Wahpeton, North Dakota
Ratzman, Emily Elizabeth	Wetonka
Reed, Harold Eugene	Aberdeen
Rehfeld, Alvina	De Smet
Richert, Matilda	Mansfield
Ristau, Alma Ida	Warner
Robinson, Cora M.	Sisseton
Ronayne, Mary	Aberdeen
Roundy, Jessie	Aberdeen
Roundy, Lela	Aberdeen
Ruby, Anna Rose	Wyandotte
Ruden, Gilbert Ingvald	Norden
Ryan, Josephine Agnes	Browns Valley, Minnesota
Ryman, Laura Ida	Aberdeen
Sateren, Agnes	Sisseton
Schamber, Arthur	Aberdeen
Schmidt, Victoria Olivia	Sisseton
Schnittger, Frieda Marie	Mansfield
Schuler, Lillian Iola	Tolstoy
Schwandt, Johanna	Mina
Scobie, Merle	Edgeley, North Dakota
Sebo, Louise M.	Zwingle, Iowa

Severance, Leone	Faulkton
Severance, Margaret	Faulkton
Severson, Emma Louise	Cambridge, Wisconsin
Sheahan, Elsie	Green Bay, Wisconsin
Sherwood, Evalyn	Cottonwood
Shields, Jeannette	Aberdeen
Shirley, Anna	Minburn, Iowa
Shirley, Laura L.	Minburn, Iowa
Sholly, Sidney	Aberdeen
Simmons, Ruth Florence	Aberdeen
Sloat, Olive Sarah	Lowry
Sloat, Ora Margaret	Lowry
Slocum, Gladys	Ipswich
Slocum, Lynn F.	Leola
Smith, Lottie Robinson	Waterloo, Iowa
Smithers, Ethel Laura	Aberdeen
Stephan, Hilda Lena	Tolstoy
Stine, Dora Marian	Webster
Stockwell, Fern	Plana
Strever, Edith Emily	Engelhard
Stutzman, Leona Gladys	Britton
Sueltz, Sophia	Groton
Sunde, Clarence Henry	Sisseton
Swanson, Hilma Cecelia	Milbank
Swartz, Mary Viola	Weldon, Iowa
Taylor, Beulah	Nashua, Iowa
Teresa, Sister Mary	Aberdeen
Tesnes, Anna	Vernon
Tompkins, Ethel May	Langford
Vik, Belinda Olive	Aberdeen
Vordermark, Herman H.	Sidney, Ohio
Walter, Eunice Irene	Conde
Wanvig, Olive Ethel	Aberdeen
Ward, Alonzo LaRue	Aberdeen
Washburn, Clara May	Aberdeen
Welsh, Nellie	Aberdeen
Wensberg, Royal Harrington	Aberdeen
Werner, Elsie Theresa	Salem
Wilson, Helen Beatrice	Ada
Wilson, Mary Katherine	Aurora
Wilson, Nina Van Zant	Belle Fourche
Wilson, Pear Ethel	Wheaton, Minnesota
Woodman, Lillian Irene	Aberdeen
Woods, Harold	Aberdeen
Worthington, Hallet Edison	Aberdeen
Zimmerman, Pearl Metta	Noonan, North Dakota

SUMMARY OF ATTENDANCE

Normal and Industrial students	448
Training School pupils	170
*Summer School students	286
Total	904
Counted twice	35
Net total	869

*Nearly 600 teachers who attended the Joint Institute held in connection with the Summer School are not counted in the Summary.

List of Graduates

Officers of the Alumni Association

Charles Harold KimballPresident
 Carl Dominic GillinVice President
 Magnhild Alvira GullanderSecretary-Treasurer

Adams, Maple F. (Mrs. C. F. Wilkinson)..1907..Chicago, Ill.
 Allen, Bernice Fay1912..Aberdeen
 Allen, Margaret Estelle (Mrs. R. T. Hart).1907..Minneapolis, Minn.
 Althen, Charlotte May1908..Mt. Vernon
 Amsden, Amy1911..Groton
 Amsden, Kate (Mrs. W. N. Streeter).....1911..Verdon
 Amsden, Mamie (Mrs. Arthur W. Hedman) 1908..LaBolt
 Anderson, Alma Claudine1910..Aberdeen
 Anderson, Bertha Lena1912..Aberdeen
 Anderson, Olga1907..Veblen
 Aney, Edith Myrtle (Mrs. Wm. Osborn)..1910..Jamestown, N. D.
 Anthony, Minnie Rose1910..Dell Rapids
 Armantrout, Paul1911..Aberdeen
 Armstrong, Emily J.1905..Hecla
 Arneson, Rosa Ann1909..Vienna
 Arntz, Mary (Mrs. J. F. Conway)1904..Perry, Iowa
 Ashmore, Eunice1911..Huron
 Auby, Emma Josephine1910..Lily
 Auerbach, Abraham1906..Ashley, N. D.
 Axness, Clara Theoline1909..Sisseton
 Balster, Verne H.1912..Lost Nation, Iowa
 Barden, Ruth Crellin1912..Bath
 Barron, Hazel Berenice1907..Ipswich
 Bartlett, Esthair Marie1911..Groton
 Barton, Elsie1910-1911..Conde
 Batesole, Glen Lyman1911-1912..Beloit, Wisconsin
 Bedell, Florence Allene1911..Clark
 Bengtsson, Lilly Mathilda1909-1912..Oldham
 Bengtsson, Minnie Sophia1911..Oldham
 Bickelhaupt, Carroll Owen1907..New York City, N. Y.
 Bickelhaupt, Doris N.1909..Aberdeen
 Bickelhaupt, William Verne1907..Des Moines, Iowa
 Bleber, Louise1903..Aberdeen
 Blake, Lucy May1910..Mellette
 Bleser, Natalia Pauline1910..San Francisco, Cal.
 Bonaventure, Sister Mary1909..Jefferson
 Bonsness, Nelborg1907..Aberdeen
 Bostad, Caspara Sophia1909..Redfield
 Bottum, Emily1912..Faulkton
 Bottum, Frank1907-1908..Aberdeen
 Bottum, Margaret Annabel1909..Aberdeen
 Boundey, Elwin J.1905..San Jose, Cal.
 Boyer, Evelyn Groves (Mrs. Willard
 McCauley)1907..Rapid City
 Brady, Anna Mae1911..Madison
 Brady, Charles Enoch1910-1911..Aberdeen
 Brady, Neva Bess1911-1912..Hitchcock
 Brancel, Orville Mathew1911..Aberdeen
 Brannon, Edith Margaret1909..Groton
 Bremer, Carl A.1910-1911..Frederick



FARM BOYS IN BLACKSMITHING



WINDING OF THE MAY POLE



DOMESTIC SCIENCE KITCHEN



GENERAL CAMPUS VIEW WITH LADIES' HALL AT EXTREME RIGHT

Britzius, Adella Alvina	1907..	Aberdeen
Britzius, Arno R.	1910..	Brookings
Brooks, Ida	1906..	Aberdeen
Brown, Grace Martha	1910..	Cedarhurst, L. I.
Brown, Lucy	1911..	Groton
Brown, Zilla Marie	1909..	Milbank
Bryant, Willetta	1904..	Groton
Bue, Mary	1910..	Sisseton
Burgess, Antone Raymond	1910..	Bethany, Nebr.
Burnham, Alice Annabel	1911..	Frederick
Burns, Edward L.	1912..	Hutchinson, Minn.
Burns, Peter Sylvester	1912..	Madison, Minn.
Busch, Catharena Lezetta (Mrs. I. T. Parkhurst)	1909..	Leola
Bush, Charles Oscar	1910..	Claremont
Bush, Mrs. Mattie Lillian	1910..	Claremont
Bushnell, Mabel Irene	1911..	Coffeyville, Kan.
Byrne, Alice May	1911..	Tabor
Campbell, D. C.	1904..	Virginia City, Mont.
Campbell, Donald H. (deceased)	1908..	Aberdeen
Cannam, Orpha	1908..	Armour
Carroll, Rose M. (Mrs. Albert Altken)	1904..	Glenburn, N. Dak.
Carroll, William John	1910..	Guilford, Mont.
Casserly, Saldee Annetta	1910..	Artesian
Cheathan, Lida (Mrs. Loyd)	1907..	Aberdeen
Chute, Freeman Guy	1906..	Salem, Oregon
Clancy, Hazel Madeline	1910..	Bowdle
Clark, Ina Belle	1910..	Milbank
Clark, Loretta Maud	1910..	Aberdeen
Clayton, Clara Belle (Mrs. W. B. DeWitt)	1910..	Leola
Clement, Laura Emma (Mrs. C. O. Reed)	1907..	Aberdeen
Clough, Ella Bertha (Mrs. Jeffries)	1910..	Sansarc
Cochrane, Emma DeEtta	1911..	Clark
Cole, Mildred Nancy	1910..	Houghton
Cole, Rose LuVerne	1910..	Tyndall
Combs, Tillie Annis (Mrs. R. L. Larsen)	1911..	Chicago, Ill.
Connell, Jay Martin	1911..	Aberdeen
Connell, Ora Jennie	1908..	Aberdeen
Conway, Nina Elizabeth	1910..	Orient
Copeland, June	1904..	Sunnyside, Wash.
Copeland, May	1903..	Sunnyside, Wash.
Coulter, Ethel Hazel	1909..	Ipswich
Craig, Catherine Genevieve	1909-1910..	Ethan
Crain, Mabel Etta	1910..	Webster
Crandall, Dorothy Abbie	1911..	Aberdeen
Croal, Elizabeth	1907..	Pryor, Mont.
Crofoot, Frances Faye	1909..	Webster
Cummins, Carl W.	1906..	St. Paul, Minn.
Cummins, Erwin	1908..	Chicago, Ill.
Cummins, Frances May	1909..	Willmot
Cummins, Lulu Elizabeth	1910..	Groton
Cummins, Nora B.	1905..	Delano, Minn.
Curry, Julia Elizabeth	1912..	Elk Point
Curtis, Laura Louise	1911..	Newark
Daly, Florence Elizabeth	1908..	Erwin

Darling, Ruby I. E. (Mrs. R. A. Young)	1907	Roseville, Cal.
Dawson, Hazelle Irene	1910	Appleton, Minn.
Deits, Harry Lou	1907-1908	Seattle, Wash.
DeLange, Barbara (Mrs. Walter L. Barbour)	1911	Marmarth, N. Dak.
Dellinger, Sarah Sherwood	1910	Burlington, Wash.
Denison, Inez Mae	1906	Salem, Oregon
Dennis, Mary	1906	The Dalles, Oregon
Dent, Bertha	1909	Ipswich
DeWitt, Berniece Attolia	1911	Waubay
Dokter, Bessie	1910	Andover
Drum, Florence	1909-1912	Aberdeen
Drum, Grace	1911	Aberdeen
Dudley, Lula Lucinda (Mrs James W. Atkinson))	1910	Butler
Duerr, Jessie Hardenberg	1910	Houghton
Dunker, Frieda Emilia	1911	Warner
Dunlevy, Ellen Leah	1908	Philip
Dutcher, Essie May	1906	Pembina, N. Dak.
Eastman, Alice Maud	1911	Wilmot
Eldam, Violet	1909-1910	Lewistown, Mont.
Eckert, Ethel Rose	1910	Groton
Eddy, Wilma	1911	Turton
Edmunds, Rose M.	1908	Aberdeen
Eldman, Violet	1909-1910	Lewistown, Mont.
Elinghausen, Anna Gesine	1911	Stratford
Elliott, Hazel Fern	1911	Beresford
Elliott, Jennie Celestia	1909	Trent
Ellison, Ernest	1904	Java
Ennis, Hazel Maud	1911	Stratford
Fabian, Bertha Louise (Mrs. W. R. Jung)	1906	Wadena, Minn.
Ferguson, William Henry	1906-1908	Norden
Fleming, Florence (Mrs. F. B. Purdy)	1906	Milbank
Flint, Cleo Jeanette (Mrs. A. R. Tyler)	1906	Pierpont
Ford, Hazel Mae	1910	Conde
Ford, Mary Elizabeth	1911	Webster
Foss, Ida	1910	Northville
Fountain, Edith Adele	1909	Pierpont
Fuller, Emma	1912	Ft. Pierre
Fuller, Martha Sarah (Mrs. E. Hamar)	1908-1911	Frederick
Fulleton, Clyde	1911	Aberdeen
Furrow, Florence Ethel	1909	Keithsburg, Ill.
Gage, Leslie	1904	Duluth, Minn.
Gage, Matilda Jewell	1908	Aberdeen
Gallett, Delbert Lyon	1910	Aberdeen
Gerberich, Catherine	1911	Langford
Giddings, Leander J.	1903	Summit, Oregon
Giddings, Luther	1904	Summit, Oregon
Giesen, Edna Minerva	1911	Aberdeen
Gillin, Carl Dominick	1911	Bath
Goffe, Edna Frances (Mrs. Erwin Cummins)	1906	Chicago, Ill.
Gorman, Hazel Estella	1909	Wilmot
Granger, John Elihu	1907	Aberdeen
Green, Alberta	1903	Pierre

Gregson, Lettie L.	1906..	Fair Grounds, Oregon
Griffis, Grace Capitola	1911..	Pierpont
Griffith, Gladys Florence	1910..	Aberdeen
Griggs, Charlotte Rosetta	1912..	Groton
Gullander, Magnhild Alvira	1911..	Aberdeen
Halbert, Verda (Mrs. L. A. Crane).....	1905..	Mansfield
Hammock, Mrs. Catherine C.....	1904..	Oklahoma City, Okla.
Hanicker, Leland Stanford	1911..	Aberdeen
Hansen, Olga Sophie	1909-1910..	Bird Island, Minn.
Hanson, Mabel Pauline	1911..	Bryant
Harris, Mabel Agnes	1910..	Aberdeen
Harris, Minna (Mrs. Orlick O. Duncan)....	1904..	Virginia City, Mont.
Harris, Winifred Susie	1907..	Aberdeen
Harison, Laura Ethel	1909-1911..	Aberdeen
Hay, Grace Sophie	1911-1912..	Wagner
Hay, Kathryn Melissa	1910..	Aberdeen
Hay, Marion	1908..	Aberdeen
Hayes, Marion Cleveland	1910-1911..	Knife River, Minn.
Hazen, Grayce (Mrs. Henry I. Lettman)...	1906..	Post Falls, Idaho
Hedman, Nina	1911..	Alcester, R. F. D.
Heffernan, Alice Margaret	1909-1912..	Big Stone City
Hendrickson, Cora Helmyne	1911..	Appleton, Minn.
Hendrickson, Eva Claretta	1911..	Appleton, Minn.
Herman, Lester Richard	1909..	Conde
Hersey, Prudence Hubbard	1910..	Conde
Hezel, Otille	1911..	Aberdeen
Hill, Florence Maude	1910..	Sisseton
Hilton, Ada Frances (Mrs. Tom Davies)..	1910..	Dillon, Mont.
Hoffman, Geneva Belle	1907..	Middletown, Conn.
Holland, Elizabeth Ann	1910..	Bushnell
Honey, Anna Mae	1911..	Putney
Hopkins, George Franklin, Jr.	1909..	Salem, Ore.
Hopkins, Jane Winifred	1909..	Aberdeen
Hopkins, Rhoda May	1907..	Salem, Ore.
Houchin, Margaret (Mrs. F. B. Carter)..	1905..	Oldham
Hougen, Isabelle	1907..	Wilmot
Hougen, Louise Henrietta	1909..	Waubay
Hughes, Elizabeth	1911-1912..	Selby
Humphries, Pattie Eunice	1912..	Flandreau
Hundstad, Annie Karine	1910..	Bath
Hunter, Mrs. Nellie J.	1908..	Aberdeen
Huntington, Lucy Blanche	1908..	Aberdeen
Huntington, Margaret Alice	1911..	Urbana, Ill.
Husband, Ivy Cecilia	1911..	Aberdeen
Hutsinpillar, Mary	1910-1912..	Aberdeen
Jackson, John Henry	1910..	Aberdeen
Jacox, Maude A.	1910..	Britton
Jacquith, Fannie Belle	1908..	Wessington Springs
Jensen, Josephine Marie	1911..	Summit
Jewell, Vera (Mrs. E. J. Quiggle).....	1908..	Groton
Johnson, Carl Henry	1911..	Frankfort
Johnson, Carrie (Mrs. G. W. Townsend)..	1905..	Northville
Johnson, Edith E. (deceased).....	1906..	Groton
Johnson, Florence Rosela	1910..	Orange
Johnson, Laura Clare	1911..	Butler

Johnson, Willis Leslie	1911-1912..	Vermillion
Johnson, Esther Amelia	1911..	Henry
Johnston, Maude Emily	1909..	Mitchell
Jones, Ethel	1909..	Mitchell
Jones, Tracy L.	1907..	Arlington
Jordan, Florence	1911..	Beresford
Jordan, Veronica	1908..	Avon
Jorgenson, Ellen Christine	1910..	Yankton
Jorgenson, Ole (deceased)	1904..	Aberdeen
Keegan, Lillian (Mrs. J. J. Miller).....	1908..	Salem
Kellen, Angeline Mary	1910..	Faulkton
Kelley, Luverne (Mrs. Raymond Slack)...	1908..	Moore, Mont.
Kelley, Pearle Mary (Mrs. Johnson)	1910..	Brentford
Kepke, John Herman	1911..	Groton
Kidder, Florence Myra	1910..	Eureka
Kimball, Charles Harold	1911-1912..	Hettinger, N. Dak.
Kindschy, Ena Pauline	1909..	Hingham, Montana
Kittleson, Cora Jeannette	1906-1912..	Aberdeen
Knapp, Gladys Pauline	1909..	Alpha, N. Dak.
Knapp, Ida Mae	1910..	Osceola
Knight, Bertha Leona	1911..	Aberdeen
Korte, John Fred	1910..	Aberdeen
Kreiter, Mildred May	1910-1912..	Aberdeen
Kretschmann, Sabina	1911..	Hankinson, N. Dak.
Kribs, Edith	1908-1909..	Aberdeen
Kribs, Olive	1909-1911..	Aberdeen
Krogh, Gudrun	1908..	Aberdeen
Ladd, Frances (Mrs. Richard Jamieson)...	1904..	Wetonga
Lamont, Maurice Brereton	1907..	Aberdeen
Larson, Anna Lisabell	1912..	Java
Larson, Valdemar Martin	1910..	Aberdeen
Larson, William Ludwig	1907..	Aberdeen
Lathrop, Meda (Mrs. Stanley B. Neill)...	1909..	Randolph
Latta, Kathryn	1905..	Washington, Iowa
Lauesen, Helen Margaret	1909..	Aberdeen
Lawrence, Frances Edna	1909..	Roslyn
Lee, Edna Josephine	1911..	Canton
Lemmon, Elizabeth Rose	1911..	Pierpont
Lemmon, Irene	1910..	Pierpont
Letson, Mabel A. (Mrs. F. G. Chute)	1906..	Salem, Oregon
Lindboe, Alfred	1909..	Aberdeen
Lindekugel, Lemana Emmaline	1907..	Aberdeen
Little, Alice	1910..	Isabel
Locken, Ida Sophia (Mrs. O. J. Svarstad)...	1906..	Bath
Lovejoy, Lorna Jeannette	1909..	Seattle, Wash.
Lovejoy, Mary Agnes (Mrs. Wm. Day Shannon)	1907-1908..	Auberry, Cal.
Lovette, Martha May (Mrs. J. Warren Hoyle)	1909..	Beebe
Lueck, Mamie J.	1907..	Aberdeen
Lundquist, C. Gilbert	1905..	Java
Lyle, Anna M.	1911..	Akron, Iowa
McCalmont, Anna Lucilla	1911..	Big Stone City
McCann, Edith	1904..	Chicago
McCormick, Mayme	1905..	Marion, Ind.

McCoy, Alice	1908-1909..	Edgely, N. Dak.
McCoy, Lelah Kate	1906..	Pierre
McCoy, Rhoda	1906..	Aberdeen
McEachran, Florence	1908..	Ipswich
McGuire, Eldora Fleuronge	1912..	Bryant
McHugh, Frank	1909..	Aberdeen
McKay, Mabel Helen	1911..	Orient
McKenna, Charles Hugo	1909..	Twin Brooks
McKenna, Emmett	1904..	Edgeley, N. Dak.
McKenna, Frank	1905..	Sisseton
McKenna, James Edward	1907..	Sisseton
McKenzie, Elbert	1910-1911..	Wetonka
McKernan, Teresa Josephine	1909..	Buffalo
McKinnon, Elizabeth (Mrs. Will Green)	1907..	Langford
McKinnon, Margaret Carruthers	1912..	Wessington Springs
McMurtry, Blanche	1908..	Groton
McNutt, Fannie Evelyn (Mrs. John A. Tolmie)	1908..	Aberdeen
Makens, Mary Anne	1909..	Aberdeen
Makens, Nellie Elizabeth	1910..	Aberdeen
Mangan, Mae Cecelia	1911..	Herrick
Mangan, Margaret Bridget	1910..	Elk Point
Marshall, Jessie Belle	1907..	Charter Oak, Iowa
Martyn, Elizabeth	1909..	Twin Falls, Idaho
Marvin, Inez Laura (Mrs. Alex Mitchell)	1909..	Hecla
Mason, Alice Bryden	1912..	Aberdeen
Mason, Arthur Hugo	1910..	Aberdeen
Mather, Margaret Edwina (Mrs. Maurice B. Lamont)	1908..	Aberdeen
Maxfield, Hettie Amelia	1910..	Canby, Minnesota
Maxwell, Leota	1906..	Aberdeen
Mielke, Helmuth E.	1906..	Minneapolis, Minn.
Miller, Eva Joy	1911..	Ipswich
Miller, Lora Martha	1911..	Spokane, Wash.
Mitchell, Elizabeth Eugenia (Mrs. T. W. Murphy)	1907..	Pierpont
Moore, Alice Bell	1909..	Cleveland, Ohio
Morin, Alvida Josephine	1908..	Aberdeen
Mulligan, Mary Katherine	1908..	Groton
Murdy, Seralda	1905..	Aberdeen
Musch, Clara D.	1905..	Mellette
Nash, Alta Corwith	1908-1909..	Dayton, Wash.
Nash, Ester Grace (Mrs. J. J. Roberts)	1908-1909..	Aberdeen
Nash, Nellie Jane	1907..	Aberdeen
Nelson, Mabel Claire	1911..	Bruce, R. F. D.
Nicholson, Beatrice L.	1912..	Bath
Nicola, Frances (Mrs. Frank C. Brandt)	1906..	Tyler, Minn.
O'Connell, Mary Catherine	1909..	Redfield
O'Connor, Agnes Rose	1908..	Clear Lake
O'Connor, Kathryn Elizabeth	1908..	Belle Fourche
O'Donnell, Dennis	1906..	Huron
Olander, Emil Theodore	1911-1912..	Vermillion
Olds, Dorothy (Mrs. L. J. Lukanitsch)	1906..	Sisseton
Olson, Clara	1904..	Aberdeen
Olson, Florence E.	1911..	Veblin

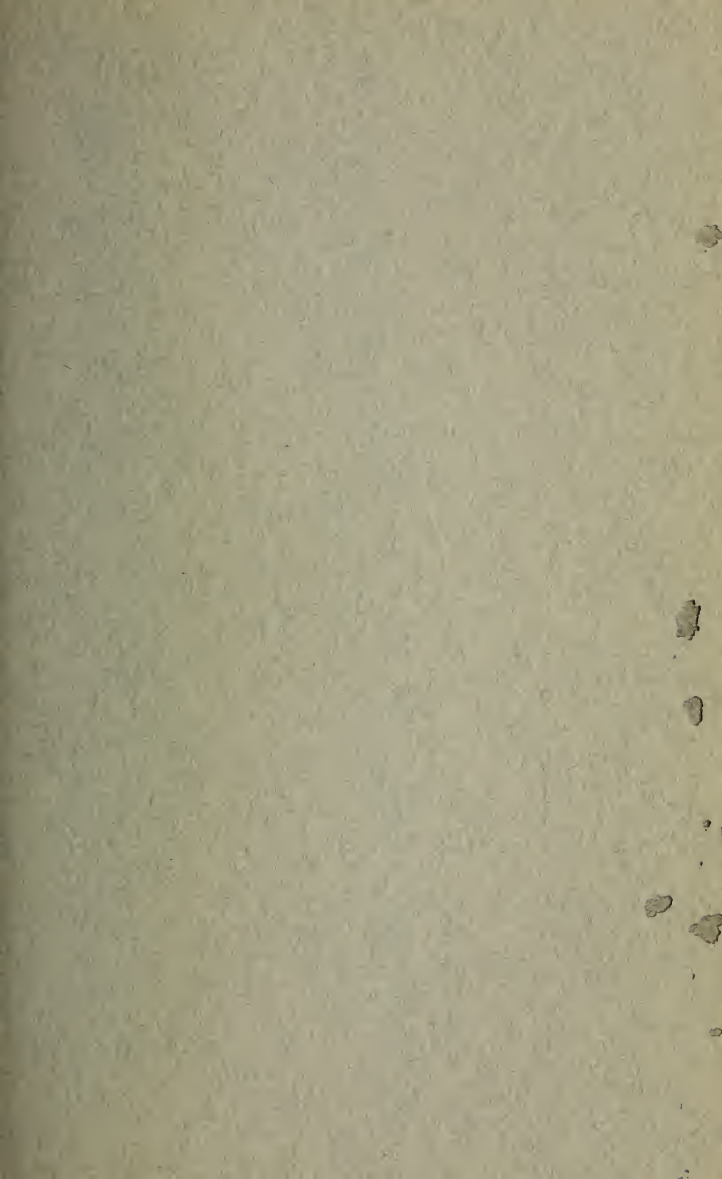
Omdahl, Ella Sophia	1907..	Edton, N. Dak.
Opdahl, Christiana Fredrikke	1907..	Bryant
Ottman, Florence (Mrs. S. D. Rankin)....	1907..	Kendall, Montana
Ottman, Harley H.	1908..	Lewistown, Mont.
Overby, Edna Elizabeth	1911..	Evanston, Ill.
Oyhus, Augusta M. (Mrs. Harold A. Mel- gaard)	1905..	Aberdeen
Parrott, Norma Alene (Mrs. T. L. Huxley).	1909..	Calispell, Mont.
Payne, Chlora Delpha (Mrs. Henry J. Strand)	1907..	Ellendale, N. Dak.
Peake, Mary Bess	1906..	Wyndmere, N. Dak.
Peck, Marguerite Emmeline (Mrs. E. W. Radeke)	1910..	Elkton
Peckham, Irene Mary	1910..	Santa Ana, Cal.
Pederson, Hannah Almina	1908..	Warner
Peltz, Mary Agnes	1910..	Hankinson, N. Dak.
Perry, Madaleine	1909..	Berkeley, Cal.
Perry, VanBuren	1910..	Aberdeen
Persons, Lucile Irene	1909..	Mansfield
Persun, Francis J. E.	1910..	Brookings
Petrie, Frances	1910..	Evanston, Ill.
Petrie, Harry Lee	1910..	Linton, N. Dak.
Pierson, Joe	1912..	Ft. Pierre
Pinckney, Hazel Izora	1910..	Pierre
Poore, Pearl Marie	1912..	Bird Island, Minn.
Porter, Alta Margaret	1911..	Bay City, Mich.
Porter, Grace (Mrs. Fred Lake).....	1905..	Doland
Porter, Mary B.	1906..	Valley City, N. Dak.
Powers, Ethel	1911..	Aberdeen
Prestegard, Oscar E.	1907..	Telluride, Colo.
Prevey, Lola Maud	1911..	Napoleon, N. D.
Price, Joseph Aden	1911-1912..	Aberdeen
Pryer, Edna May	1906..	Aberdeen
Pryer, William Cristy	1909..	Rapid City
Purdy, Fred B.	1906..	Milbank
Quinn, Vilas	1907-1908..	Chicago, Ill.
Rawson, William John	1911..	Aberdeen
Reed, Charles Oliver	1908..	Aberdeen
Reed, Ruby May	1909..	Warner
Regan, Francis Martin	1911..	Aberdeen
Rehfeld, Erna	1911..	Aberdeen
Reue, Ruth	1911..	Leola
Reynolds, Nona Katherine (Mrs. R. E. Smith)	1911..	Ames, Iowa
Rice, Mabel Lovella	1903-1911..	Aberdeen
Richards, Edna Lottie	1911..	Hudson
Richards, Nina Grace	1911..	Juneau, Wis.
Ridge, Olive Hope	1911..	Davis
Ritchie, Arvilla	1911..	Clark
Robinson, Pearl Flora	1909..	Sisseton
Robinson, Cora Maria	1911..	Sisseton
Roehm, Hazel Faye	1911..	Mound City
Rogers, Annie Melinda	1909..	Stratford
Ruden, Gilbert Ingvald	1911-1912..	Castlewood
Ryan, Julia Marie	1908..	Aberdeen
Savage, Edith Evangeline	1906..	Watertown

Sayers, Minnie Adeline	1910..	South Shore
Scanlan, Tom	1908..	Bradley
Schaffer, Elsie Catherine	1911..	Milbank
Schamber, Helena (Mrs. E. C. Wenzlaff) ..	1908..	Armour
Schamber, Otilie Regina (Mrs. Oscar Houck)	1910..	Houston, Minn.
Schmidt, Idah Ebert	1909-1910..	Java
Seaman, Carrie Augusta (Mrs. H. D. Newkirk)	1909..	Warner
Seaman, Ralph Barnes	1910..	Warner
Seeley, Carrol Hamilton	1909..	Lewistown, Mont.
Seide, Huldah Sarah	1910-1911..	Summit
Shaffer, Roy Ersul	1909..	Aberdeen
Shank, Edith Marie	1907..	Los Angeles, Cal.
Shanley, Adrian	1906..	Mansfield
Shannon, Sarah E.	1910..	Ashton
Sheehan, Irene Genevieve	1911-1912..	Aberdeen
Sheehan, Marguerite Marie	1907..	Aberdeen
Sheldon, Harriet B.	1911..	Andover
Sherwood, Rozilla	1910..	Claremont
Shields, Jeannette	1911..	Aberdeen
Sieh, Charles Andrew	1911..	James
Sieh, Frank Leo	1910..	St. Louis, Mo.
Sieh, Mabel	1911..	Putney
Sims, Beulah (Mrs. T. D. Potwin)	1905..	Lemmon
Sims, Clifford Marlowe	1909..	Eugene, Oregon
Sims, Inez	1904..	Eugene, Oregon
Skorupinski, Paul Charles	1907..	Chicago, Ill.
Slaata, Emma Marie	1910..	Wilmet
Sliter, Pearl A. (Mrs. H. Solke)	1905..	Aberdeen
Slocum, Lynn Ferd	1909..	Linton, N. Dak.
Smith, Calla D. (Mrs. Carl A. Newton) ..	1903..	Aberdeen
Smith, Forrester Paul	1907..	Groton
Smith, Lottie Robinson	1911..	Britton
Smith, Minnadel J. (Mrs. A. C. Kronenberger)	1906..	Langdon, N. Dak.
Smith, Olive N.	1911..	Florence
Smith, St. Clair	1909..	Aberdeen
Smith, Sunle Ella	1910..	Mitchell
Smithers, Ethel Laura	1911..	Aberdeen
Spitler, Mae Lella	1910..	Aberdeen
Stains, Effie Mabel (Mrs. John Dickerson) ..	1908..	Aberdeen
Stebbins, May Belle Victoria	1910..	Lewistown, Mont.
Stevens, Florence Lucy	1908-1909..	Sitka, Alaska
Stevens, George Irl	1908-1909..	Redfield
Stewart, Eugenia Mae	1910..	Aberdeen
Stratton, Beulah (Mrs. Fred W. Owen) ..	1904..	Bridgewater, R. F. D.
Sweet, William Ray	1908..	Mansfield
Swenson, Carrie (Mrs. P. N. Hundstad) ..	1907..	Aberdeen, R. F. D.
Sylvester, Beulah	1910..	Clark
Taubman, Morton McKinley	1909-1910..	Aberdeen
Taubman, Olive Teare	1907..	Aberdeen
Teichmann, Reuben Robert	1910-1911..	Bismarck, N. Dak.
Teichmann, Samuel J.	1910-1911..	Bismarck, N. Dak.

Thiel, Lois Olive	1909..	Bowdle
Thomas, Alwilda Edgarda	1907..	Grand Junction, Colo.
Thompson, Eva May	1911..	Langford
Thompson, Gertrude Clarissa	1908-1909..	Aberdeen
Tiffany, Edna F. (Mrs. C. A. Griffin)	1907..	Selby
Tilgner, Charlotte Sophia	1911..	Edgeley, N. Dak.
Tompkins, Carl Phillips	1909..	Meridian, Idaho
Tooker, Olive (Mrs. Emmett McKenna) ..	1904..	Edgeley, N. Dak.
Tower, Lee S.	1905..	Pony, Mont.
Tower, Minnie Jane	1907..	Seattle, Wash.
Tower, Pearl Adelia	1907..	Seattle, Wash.
Tripp, Gertrude	1908..	Bradley
Udell, Gladys Elizabeth	1907..	Victor, Wash.
Udell, Mary Lucile	1909..	Pierpont
Ustrud, Ida	1911..	Florence
Valentine, Lucie Mae (Mrs. H. E. Beebe) ..	1911..	Ipswich
Vander Horck, Elise	1907..	Britton
Venoss, Mabel Pauline	1909..	Thief River Falls, Minn.
Voigt, Arthur F.	1906-1909..	Canova
Von Tobel, Maud Elizabeth	1909..	Groton
Vroman, Frank P.	1907-1908..	Minneapolis, Minn.
Wallace, Margaret	1911..	Aberdeen
Walter, Eunice Irene	1911..	Conde
Wardle, Lillian Alma (Mrs. T. J. Markey) ..	1907..	Armour
Warner, Grace Marie	1910..	Hamilton, Mont.
Washburn, Clara M.	1903..	Aberdeen
Webb, Gertrude Ina (Mrs. Harry Branch) ..	1910..	Chicago, Ill.
Webb, Harold Lester	1909..	Hettinger, N. Dak.
Webb, Marion	1907..	Flandreau
Webster, Agnes	1908..	Minneapolis, Minn.
Webster, Russel Otto	1909..	Minneapolis, Minn.
Wegener, Irene Viola	1910..	Hecla
Wegner, Bertha Emile	1909..	Big Stone City
Welch, Inez Irene (Mrs. Leslie E. Turner) ..	1910..	Forbes, N. Dak.
Welsh, Nellie Agnes	1907-1908..	Aberdeen
Williams, Adelaide Dakota	1910..	Marvin
Williams, Kate Mae	1911..	Volga
Williams, Mary Ursula (Mrs. E. R. Whitla) ..	1903..	Coeur d' Alene, Idaho
Williams, Winifred (Mrs. P. D. Southworth)	1907..	Roswell, New Mexico
Wilson, Frances (Mrs. H. F. Noble)	1905..	Beverly, Wash.
Wilson, Georgia Ruth	1909-1910..	Chico, Cal.
Wilson, Margaret	1905..	Pierre
Wilson, Mary K.	1912..	Garretson
Wolcott, Hazel Gertrude ..	1912..	Plana
Woodman, Lillian Irene	1910-1912..	Claremont
Young, Lillias	1911..	Frankfort
Young, Mabel Grace	1906-1908..	Banning, Cal.
Young, Olive Ersell (Mrs. Paul Elfrink) ..	1906..	Selby
Zietlow, Nina	1903..	Aberdeen

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VOL. VIII

JULY, 1914

NO. 1

BULLETIN

OF THE

*Northern Normal
and Industrial
School*

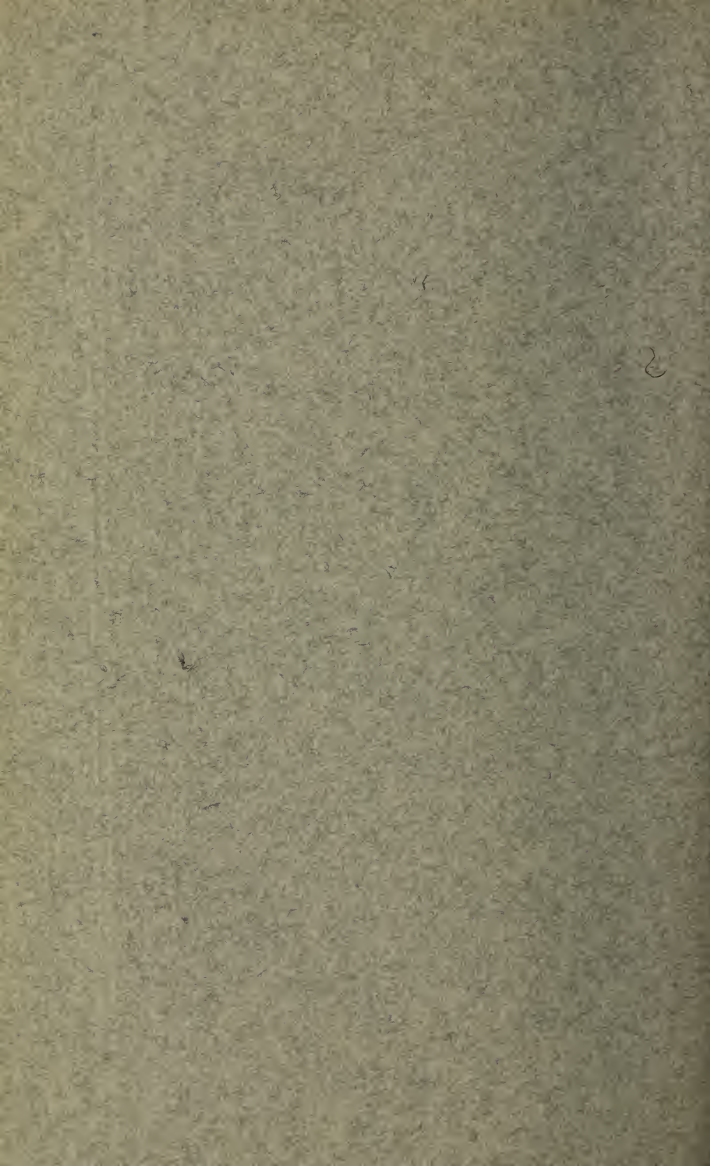
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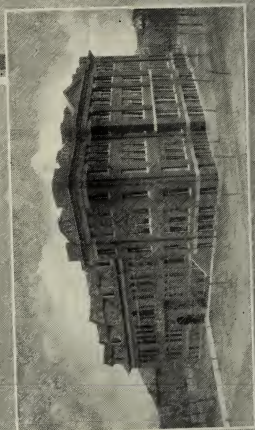
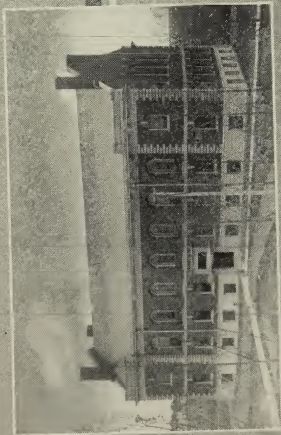
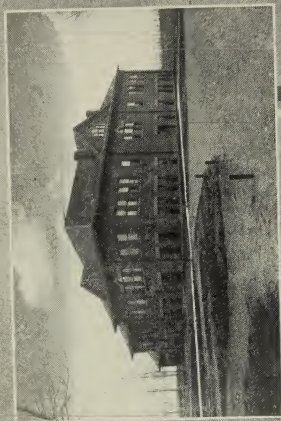


CATALOGUE NUMBER

ISSUED QUARTERLY BY THE SCHOOL

Entered as Second Class Matter, June 27th, 1907 at the
Postoffice at Aberdeen, South Dakota, under the Act of
Congress of July 16th, 1904





MECHANIC ARTS HALL
CENTRAL BUILDING

ADMINISTRATION BUILDING
WOMEN'S HALL

VOL. VIII

JULY, 1914

NO. 1

BULLETIN
OF THE
NORTHERN NORMAL *and*
INDUSTRIAL
S C H O O L

A STATE EDUCATIONAL INSTITUTION

A B E R D E E N
SOUTH DAKOTA



TWELFTH YEAR

WITH ANNOUNCEMENTS FOR 1914-15

MADISON SENTINEL PRESS
MADISON, S. D.

Calendar for 1914-15

1914

September 7-8, Monday and Tuesday—Enrollment of students.

September 9, Wednesday—Thirteenth year begins at 8 o'clock a. m.

November 2-3, Monday and Tuesday—Enrollment of students in School of Agriculture.

November 26, Thursday—Thanksgiving Day.

December 18, Friday—Holiday vacation begins at 5 o'clock p. m.; first term of School of Agriculture ends.

1915

January 5, Tuesday—Work of first semester resumes at 8 o'clock a. m.; second term of School of Agriculture begins.

January 22, Friday—First semester ends at 5 o'clock p. m.

January 26, Tuesday—Second semester begins at 8 o'clock a. m.

March 12, Friday—Work in School of Agriculture closes.

March 26, Friday—Easter recess begins at 5 o'clock p. m.

April 6, Tuesday—Work of the second semester resumes at 8 o'clock a. m.

April 22, Thursday—Declamation contest for Lincoln medals. Award of medals in Gallett short story contest.

May 7, Friday—Annual athletic and declamatory meet for the High Schools of South Dakota.

May 30, Sunday—Memorial Day.

June 2, Wednesday—President's reception to senior class.

June 5, Saturday—School picnic.

June 6, Sunday—Annual sermon.

June 7, Monday—Recital by music and elocution students.

June 8, Tuesday—Senior class play.

June 9, Wednesday—Thirteenth annual commencement. Alumni reunion and luncheon.

June 14, Monday—Six weeks' summer school begins.

July 24, Saturday—Summer school ends.

Regents of Education

A. E. HITCHCOCK, President	Mitchell
Term expires January 1, 1915	
T. W. DWIGHT, Vice-President	Sioux Falls
Term expires January 1, 1915	
A. M. ANDERSON	Sturgis
Term expires January 1, 1917	
AUGUST FRIEBERG	Beresford
Term expires January 1, 1919	
FRANK ANDERSON	Webster
Term expires January 1, 1919	

FRED W. FORD, Secretary of the BoardElk Point
A. W. EWERT, State Treasurer, Treasurer Ex-Officio

STANDING COMMITTEE

FRANK ANDERSON, Chairman
A. E. HITCHCOCK

Faculty for 1913-14

(Arranged in order of appointment with the exception of the President)

GEORGE W. NASH, M. S., LL. D., President

Graduate Yankton College; graduate student University of Minnesota
and University of Leipzig, Germany

Pedagogy

LYDIA A. GRAHAM

Graduate Chicago Music College and National School of Music, Chicago
School Music, Piano and Voice

ZILLAH E. WILSON, Ph. B.

Graduate Mankato, Minnesota, State Normal School and University of
Chicago; student Harvard University and University of California

Supervisor of Seventh and Eighth Grades, Training School

HELEN BEARDSLEY, B. A., M. L.

Graduate University of Colorado; advanced degree, University of California; graduate student Leipzig, Germany.

German and French

IDA B. MOORE, B. A.

Graduate Indiana State Normal School and University of Michigan
Latin

MARY J. MEEK, B. A., M. Ph.

Graduate Indiana State University; advanced degree, University of
Chicago

English

CHARLES D. POORE, B. A., Vice President

Graduate University of Minnesota; graduate student University of Iowa
Physics and Chemistry

SUSAN HEMENWAY

Graduate Northern Illinois State Normal School and Teachers' College
Mathematics and History

BERTHA D. GOODYEAR

Graduate Northern Illinois State Normal School and Teachers' College
New York City.

Supervisor of Fifth and Sixth Grades, Training School

M. WILLIAM HECKMANN, Director Industrial Department

Graduate Oshkosh, Wisconsin, State Normal School and Stout Institute,
Menomonie, Wisconsin; student Armour Institute and
Bradley Polytechnic Institute
Metal Work and Forge Practice

CHRISTIAN J. LINDEM

Graduate Stout Institute, Menomonie, Wisconsin, and Art Institute,
Chicago; student University of Wisconsin
Mechanical and Freehand Drawing

ETHELBERT C. WOODBURN, B. A., Principal Training School

Graduate Indiana State University
Psychology and Methods

NELLIE McCOWN, Dean of Women

Graduate Stout Institute, Menomonie, Wisconsin
Sewing

W. MACLAY OATES, Local Secretary

Graduate Gregg School, Chicago
Bookkeeping and Penmanship

MARGARET D. KIRBY

Graduate Stout Institute, Menomonie, Wisconsin
Cookery

ANNA E. BAGSTAD, B. A.

Graduate Yankton College and Emerson College of Oratory, Boston
English and German

ETHA BURNHAM, Secretary to the President

Graduate Gregg School, Chicago
Shorthand

HATTIE WILLOUGHBY, B. Pd.

Graduate Warrensburg, Missouri, State Normal School and Teachers'
College, New York City
Supervisor of First and Second Grades, Training School

RALPH E. NICHOL, B. A.

Graduate Yankton College
History and Athletics

MARY HUTSINPILLER

Graduate Northern Normal and Industrial School and Gregg School,
Chicago

Shorthand and Typewriting**MARGARET BOTTUM, B. A.**

Graduate Northern Normal and Industrial School and Colorado State
University
Mathematics

ELIZABETH C. RIECKER

Graduate Alma College, Alma, Michigan and Teachers' College, New
York City
Supervisor of Third and Fourth Grades, Training School

H. HOWARD BIGGAR, B. S.

Graduate South Dakota State College of Agriculture and Mechanic
Arts; Student Oregon State College
Agriculture

HENRY P. GERBER

Graduate Stout Institute, Menomonie, Wisconsin; student Wisconsin
State University
Woodwork and Patternmaking

ALICE RUTH KING

Graduate Course in Library Science, Syracuse University, New York
Librarian

SHELDON B. FOOTE, B. Mus., Director of Music

Graduate Northwestern University
Piano, Organ, Violin and Theory

ANDREW N. WRAY, B. Di., M. Di.

Graduate Iowa State Teachers' College
Geography and Social Sciences

LELA H. FINCH

Pupil of Professor A. S. Kimball, Oberlin Conservatory of Music, and of
Dr. Daniel Protheroe, Chicago
Voice

ELIZABETH C. HICKSON, B. S., M. A.

Graduate University of Pennsylvania; advanced degree Brown University
Biological Sciences

MARGARET NORRIS, B. A.

Graduate Smith College and Chicago School of Physical Education
Gymnastics and Expression

EMPLOYEES

IVAN STOWELL, Engineer

A. THOMPSON, Assistant Engineer

ALWYNE JOHNSON, Janitor

JOHN MACKNESS, Assistant Janitor

S. LEWIS, Assistant Janitor

RALPH HAUGE, Assistant Janitor

Faculty for 1914-15

WILLIS E. JOHNSON, President
LYDIA A. GRAHAM, Supervisor of Public School Music, Piano
ZILLAH E. WILSON, Supervisor of Seventh and Eighth Grades
HELEN BEARDSLEY, German and French
IDA B. MOORE, Latin
MARY J. MEEK, English
CHARLES D. POORE, Vice President, Physics and Chemistry
SUSAN HEMENWAY, Mathematics and History
M. WM. HECKMANN, Director of Manual Training, Metal Work and Forge Practice.
C. J. LINDEM, Freehand Drawing, Painting and Applied Design
E. C. WOODBURN, Education
NELLIE McCOWN, Dean of Women, Sewing
W. M. OATES, Local Secretary, Bookkeeping and Penmanship
ANNA E. BAGSTAD, English and German
ETHA BURNHAM, Secretary to the President
HATTIE WILLOUGHBY, Supervisor of First and Second Grades
R. E. NICHOL, History and Athletics
MARY HUTSINPILLER, Shorthand and Typewriting
ELIZABETH C. RIECKER, Supervisor of Third and Fourth Grades
H. HOWARD BIGGAR, Agriculture
H. P. GERBER, Woodwork, Patternmaking and Foundry Practice
ALICE RUTH KING, Librarian
SHELDON B. FOOTE, Director of Music, Piano, Organ and Violin
A. N. WRAY, Biological Sciences
LELA FINCH, Voice
MARGARET NORRIS, Gymnastics and Expression
A. H. SEYMOUR, Geography and Social Sciences
M. M. GUHIN, Principal of Training School
WINIFRED KEITH, Supervisor of Fifth and Sixth Grades
IDA L. BROOKS, Cookery
ROSE M. FORSYTHE, Preceptress
G. NORMAN QUAM, Assistant in Science

General Information

PURPOSE AND SCOPE

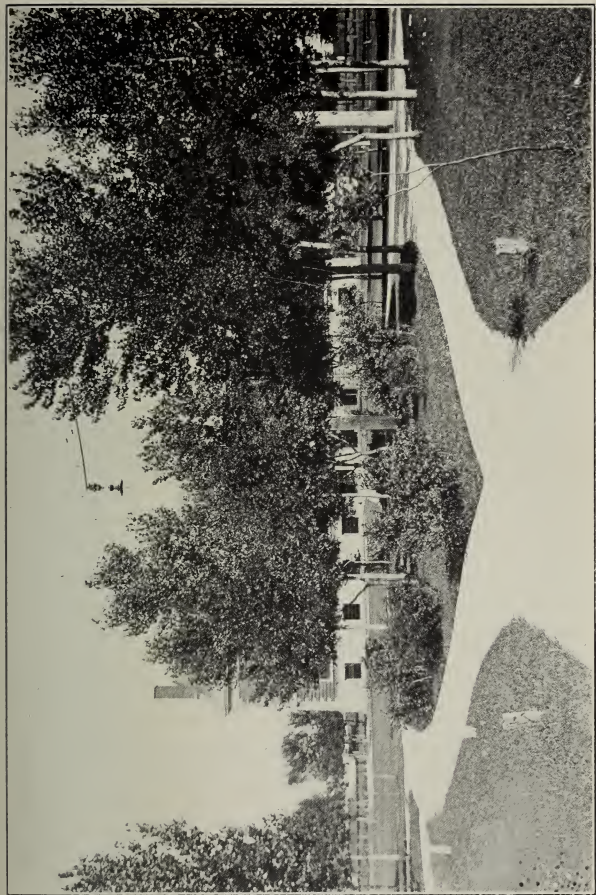
The Northern Normal and Industrial School was established by legislative enactment in 1901. Section 605 of the Revised Political Code indicates its scope in these terms: "The object and purpose of said school shall be to give instruction to persons of both sexes in manual training and the science and art of teaching, and also in the industrial and mechanical trades, arts and sciences, and the allied branches of learning." With this broad but well defined mission the Northern Normal and Industrial School offers to the young people of the state superior educational advantages.

The wide demand for the practical and industrial in education is based upon an inherent need in this day and generation for more skill and knowledge in all forms of labor, manual and professional. As making a life is much more than making a living, character, culture and industrial ability should grow together in symmetry. Insight into the laws of the complex mechanical world, a portion of the common environment of modern life, and a trained eye and hand are invaluable elements in the education and culture attainment of any young man, whatever his vocation. Familiarity with the principles of good cooking and the laws of household economics, and acquaintance with the physiology and hygiene of the body and the character and conditions of child life, are surely essential elements in the life preparation of any young woman.

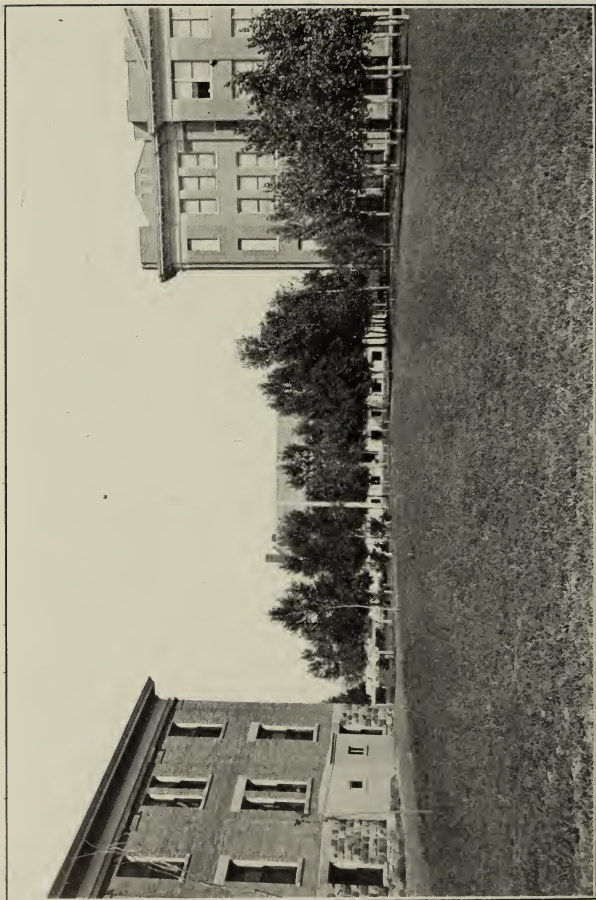
While these elements in education are by no means all of its factors, to neglect them is to ignore some of the most pressing requirements in the preparation of the youth for the larger responsibilities of adult life. Realizing the need of a more adequate preparation for the inevitable everyday duties of life as well as for formal culture, South Dakota has planted this institution at a strategic point in the northern half of the state and equipped it to give this many-sided and broad preparation for complete living.

LOCATION

Aberdeen, the seat of the institution, is a rapidly growing city of twelve thousand people. It is one of the best railway centers of the northwest, being approached from nine different directions by four lines of railway. In addition to thirteen churches, representing ten denominations, a fine public library building, ten public school buildings, and two excellent hospitals, Aberdeen possesses many cultured homes, and is a city of economic and industrial prosperity.



THE OVAL FROM WOMEN'S HALL



CAMPUS VIEW, LOOKING TOWARD ADMINISTRATION BUILDING

GROUNDS

The grounds comprise twenty-five acres, the generous gift of Aberdeen citizens. A stretch of over 100,000 square feet of lawn and hundreds of thrifty young trees make the campus one of the most attractive spots in this section. To the rear of the buildings is the athletic field, including baseball and football grounds, tennis courts, and cinder track. Along the eastern border are several acres which are being utilized for demonstrations in scientific agriculture. The two artesian wells, belonging to the school, supply an abundance of soft water for the buildings and lawn.

BUILDINGS

The Central Building. The school buildings, four in number, are constructed of brick and stone. The Central building, erected in 1901-02, originally 100x60 feet, was nearly doubled in size in 1912 by the addition of a west wing 38x106 feet. This building, with its four floors, spacious halls, and numerous rooms is a very busy place. The lowest floor is occupied by the first four grades of the Training School and also contains supervisors' offices, lunch rooms, wardrobes, toilet rooms and the Normal Book Store. On the first floor above are located the Training School Principal's office, the four upper grades of the Training School, supervisors' offices, recitation rooms and lecture rooms. The next floor contains the library and reading room, Biological and Agricultural laboratory, the Geographical laboratory, the Bookkeeping, Shorthand and Typewriting quarters and several recitation rooms and offices. The upper floor is occupied by an emergency cooking room, the Chemistry and Physics laboratories, numerous recitation rooms, and the spacious museum.

Women's Building. The Hall, built in 1903-4, is a very attractive structure of two stories and a basement, every foot of its space being utilized. The interior arrangements are almost ideal for comfort and health. Every living room has one or more outside windows and is properly ventilated. Bath rooms, lavatories, closets, and hot and cold water are found on each floor. The rooms are all of good size, and are furnished with iron bedsteads, mattresses, washstands, bowls, pitchers, study tables, dressers and chairs—the other furnishings being supplied by the occupants. Most of the beds are single. Some of the rooms are arranged in suites of three, to be occupied by four persons, one room as a study and the other two as bed rooms. The parlors and reception rooms are airy and pleasant. Each girl does her own room work and is requested to bring two pairs of blankets or two comforters (blankets preferred), three sheets, two pairs of pillow cases, pad to cover mattress, six towels, a clothes bag and a napkin ring. Young women to the number of sixty can be accommodated at the Hall,

but both young women and young men will be furnished table board. The dining room is large and provision is made for about 150 students.

Students have the care and supervision of a competent preceptress, and their hygienic conditions and personal, social and moral habits are looked after with the same assiduity as are their intellectual habits. Here a high standard of good morals and gentle manners is maintained. Girls placed in this home will be well cared for and will be surrounded by the most wholesome conditions.

Manual Arts Building. This building, begun in 1905, is a two-story structure, fifty by one hundred feet, with an addition eighty by fifty-six feet. It contains wood and metal shops, tool and stock rooms, forge shop, foundry, locker and wash room, drafting room, display room, demonstrating room, and a large room used as a gymnasium. The industrial department occupies the main or first floor. In the woodworking shops students gain a practical knowledge of tools and learn the uses and strength of the various building materials. Through experience in the metal and forge shops students master the essentials of forging, welding and turning, and gather practical information concerning the proper trade uses of iron and steel.

The gymnasium, which occupies the entire second floor of the original building, has an area of about 3,500 square feet, and is well equipped with such apparatus as rings, horizontal and parallel bars, bar stalls, window ladder, bom, climbing ropes, Roman ladders, vaulting horses, wands, Indian clubs, etc. There are dressing and toilet rooms completely furnished with shower baths at each end of the building, one for each sex.

The new part, which nearly doubled the working space in the shops, was completed in 1909. Splendid equipment has been installed throughout.

Administration Building. The Administration building was dedicated to its uses in 1908. Being made very largely of stone, brick, steel and cement, the structure is practically fire-proof and is one of the most modern and substantial school buildings in the state. It contains the spacious auditorium, seated with 850 opera chairs, the stage of which is provided with dressing rooms and a full equipment of scenery. Across the north end of the top floor and adjoining the auditorium is a large room used by students pursuing courses in drawing and painting. The main floor contains the administration suite, a rest room for faculty ladies, and numerous recitation rooms. In the basement are located the kitchen and dining room, butler's pantry, fitting room, sewing room, drafting room, and lecture room—a most attractive suite for the do-

mestic science department. The toilet rooms and wardrobes for young men and young women are also located on this floor.

The Central Heating Plant. The central heating plant is located just south of the Central building, and has thus far been equipped with four high pressure boilers. During the summer of 1913 the boiler house was enlarged, a concrete smokestack was erected and other improvements were added. With the plant thus improved and the buildings all provided with weather stripping, the rooms are evenly heated in coldest weather.

TRAINING SCHOOL

The Normal Training School, affiliated with the city schools of Aberdeen, consists of the first eight grades, and the course of study for the common schools of the state is followed. The purpose of this school is not to experiment with the children in new and untried methods or strange subjects by unskilled or uninformed teachers. Teachers of experience are in charge of the work and the teaching is done by students who have had a high school course or its equivalent, and besides have had psychology and methods of teaching and have also had daily observation of the work of this Training School under the direction and criticism of the supervisor. Any student who, after a thorough course in psychology and the theory and art of teaching and a trial in the Training School shows a lack of the teaching spirit or a want of comprehension of, or adaptation to, child life and nature, is not assigned to any further teaching at that time.

The whole aim of the school is to present subjects in such a manner and under such conditions as will best keep the children in health, stimulate all their mental powers to activity and natural growth and incite their moral and emotional nature in a wholesome way. The school is in session from 8:55 to 12:00 o'clock a. m., and from 1:15 to 3:55 o'clock p. m. These sessions are interspersed with physical drills, music and school games. Daily work in sight singing is given under the direction of the supervisor of music, and art work—water color and drawing—is given by the regular Normal art instructor. Hand work, intended to supplement other lines, is introduced in the several grades. Sand table designing, clay modeling, making of weather charts, construction of relief maps, weaving and tying, reed and raffia basketry, and cardboard construction are undertaken in the elementary grades. Girls have sewing in the fourth, fifth and sixth grades; in the seventh and eighth grades the time devoted to Domestic Science is divided equally between sewing and cooking. The boys have sloyd and woodwork in the fourth, fifth, sixth and seventh grades; in the eighth grade they are given a course in forge work and blacksmithing. Every grade has two periods each week in the gymnasium.

The school occupies the first two floors in the west wing, arranged in eight well lighted, commodious rooms furnished with slate blackboards throughout, and decorated with numerous excellent pictures. Besides this there are two lunch rooms, and each supervisor has an office adjacent to the rooms over which she has charge. Beginning with September, 1914, it is expected that a model rural school will be maintained as a part of the Training School.

Close personal supervision and individual attention are distinctive features of the Training School. It would seem to be as nearly an ideal school for a child as one could wish.

EXPENSES

A tuition fee of \$3 and an incidental fee of \$3 for each semester, or half year, are required of all students excepting those in the Training School, where no fees are charged. The statutes of the State provide that each State Senator may issue scholarships remitting the tuition fees of two students from his county and each Representative may issue one scholarship. Blanks for these scholarships will be furnished by the president of the school on application.

The cost of room in the Hall is \$12 per semester for each student. Table board, furnished to both young men and young women, costs \$3.00 per week, payable weekly in advance; if paid for four weeks in advance the price is \$2.75 per week. No deductions are made for absences of less than one week and, in order to secure rebate, the preceptress must be given notice at the time of leaving. Single meal tickets are sold at 20 cents, and 21 meal tickets at \$3.75. In addition, every student who rooms in the Hall pays \$2 each semester. This is known as the pledge fee and is forwarded with the application for a room. Each member of the boarding club who does not room in the Hall pays a similar fee of \$1 at the opening of each semester. The proceeds of the pledge fees are used to replace broken dishes and worn out linen, as well as to repair and renew general furnishings.

The expenses per year for each young lady student rooming at the Hall should not vary far from the following figures:

	Minimum	Maximum
Room, rent, 36 weeks	\$ 24.00	\$ 24.00
Board, 36 weeks	99.00	108.00
Tuition and incidentals	16.00	20.00
Books, lectures, etc.	8.00	15.00
	<hr/>	<hr/>
	\$147.00	\$167.00

Furnished rooms for young men and young women may be rented in the city at 75 cents per week and upwards, the prevailing price being about \$1 a week per student, where two occupy

a single room. Unfurnished rooms are occasionally rented for lower rates. Board in private families may be secured at \$4 per week and upwards. The president will be glad to assist students in securing suitable places for room and board.

For private instruction in piano, voice culture, stringed instruments and elocution, a fee of \$18 per semester is charged. Piano practice at the school, one hour daily, costs \$3.50 per semester.

The following special fees are charged to cover cost of materials used: Woodwork, metal work and cookery, \$2 each per semester; teachers' manual training and sewing, \$1 each per semester.

No fee is charged in chemistry or physics, but a deposit of \$2.00 per semester in each subject is required to cover possible breakage. The careful student will be able to secure a return of part of this amount.

By unanimous vote of the school, a "student activities fee" of \$2 is collected at the beginning of each semester. This gives every student a copy of the school paper, free admission to the entertainment course, and pays for admission to all athletic and declamatory contests.

Each student is asked to deposit two dollars with the secretary as a guarantee against the defacement of buildings and furniture and to replace general equipment which may be broken or removed from the campus. Any balance remaining in the fund at the end of the year will be rebated.

Students are cautioned against leaving money in their rooms or in wraps in cloak rooms. Upon entering school it is well to open a checking account at a local bank. If this is not done, arrangements may be made to leave money on deposit at the secretary's office and draw it out in small amounts as needed.

GRADES

Examinations are held in all subjects at the end of each semester and at the close of the summer school. The result of an examination combined with the daily work determines the grade. The grades are reported numerically, 75 being the passing mark. Other than passing grades are reported as follows:

"C" means the student is "conditioned," that is, that the semester's work in a subject, as determined by the daily standing and examination, is unsatisfactory, but such that the student is permitted to work up the subject outside of the class.

"F," failed, means that the semester's work in a subject, as determined by the daily standing and the examination, is so unsatisfactory that the subject must be dropped, and taken again in class.

"I," incomplete, means that some element of the semester's

work is lacking for a final standing, as for example, part of the subject, assigned written work, note books, or examination, and that the grade is withheld pending a completion of the work.

EIGHTH GRADE GRADUATES

Through the operation of a law passed by the state legislature in 1911, free tuition is provided for eighth grade graduates who may wish to continue their education at a State Normal school; that is, the tuition of \$16 per year must be paid in each instance by the home district if such district does not maintain a high school course. The student, entering under this law, pays his tuition and secures a special receipt which is presented to the district board. A school district warrant is drawn to reimburse the student.

CONDITIONS OF ADMISSION

Graduates of standard High Schools who have completed approved four year courses will be admitted without examination and will be graduated from the Intermediate Normal course in one year and from the Advanced course in two years.

Graduates of standard High Schools who have finished shorter courses will be admitted without examination and will be credited with work done.

Students from all reputable schools will be admitted and credited for work well done and will be classified according to their standing.

Those holding teachers' certificates or eighth grade diplomas will be admitted to the first year's work without examination. Persons of suitable age and maturity who have done irregular work of the quality of eighth grade subjects will be admitted on condition to the Elementary Normal course.

Candidates for admission should not fail to bring diplomas, certificates or other written records of work accomplished elsewhere. These must be in hand on arrival and be presented for record and classification.

AFFILIATION WITH THE STATE UNIVERSITY

All graduates of the Northern Normal and Industrial School who may complete a course of two years, in addition to a four year High School course, entitling them to the five year State Certificate will be admitted to the Junior year of the State University, and on the completion of sixty-four semester hours will be admitted to the degree of Bachelor of Arts in Education. Of the sixty-four hours thirty-six shall be given to three subjects—twelve hours in each subject—the elementary portions of which are regularly taught in approved High Schools.

As prerequisite to the three subjects in the Junior and Senior

requirements for the degree of B. A. in Education, the student must have pursued, in High School and Normal courses, an amount of work in these three subjects that, in addition to the college requirements, will render the candidate capable of teaching such subjects in the High Schools of the state.

Students deficient in such prerequisites may be required to take work in addition to the twelve hours requirement in any one of the three subjects, to the limit of six semester hours.

Courses in the department of education to the extent of twelve semester hours in the theory of elementary and secondary education as may seem desirable to the department of education, will be open to the candidates for the degree of B. A. in Education, and although not required of the candidate for a degree, the successful pursuit of such courses shall be made the basis of recommendation for appointments to superintendencies and High School principalships.

In addition to the above, the candidate is advised to take work offered by the several departments in the pedagogy of the subjects which he expects to teach.

The remainder of the sixty-four semester hours required for a degree will be open to free election.

Among other institutions which have recognized our graduates may be mentioned the state universities of Minnesota, Wisconsin, Michigan, Wyoming and Illinois, the University of Chicago, Northwestern University, Milwaukee-Downer, Wellesley College, Stout Institute, and Rockford College.

HIGH SCHOOL GRADUATES

The Northern Normal and Industrial School offers to High School graduates many opportunities for advanced study. The first grade certificate course may be completed in one year; the Advanced Normal course requires two years and leads to the state certificate and life diploma. Our Normal graduates are eagerly sought by leading superintendents of South Dakota and neighboring states. For particulars concerning these courses, see pages 20-30.

LIBRARY AND READING ROOM.

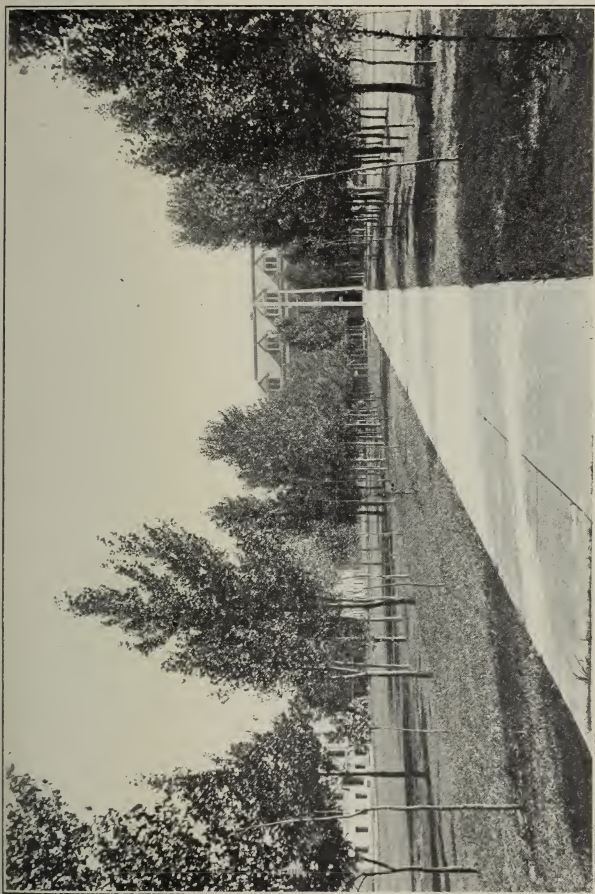
The school has a commodious and well appointed reading room, supplied with an abundance of the best current literature, and a good library of useful books. The librarian is in charge, and is constantly ready to assist students with their reference work. Besides a large number of daily and weekly newspapers, the following well selected periodicals are to be found on the reading tables:

American Carpenter and Builder	Kermanic Studio
American Furniture Manufacturer and Artisan	Ladies' Home Journal
	Literary Digest

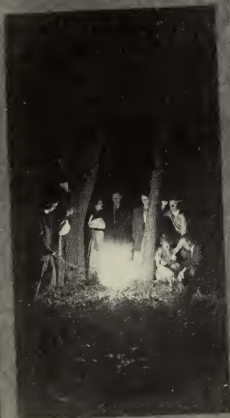
American Journal of Sociology	Journal of Home Economics
American Magazine	Little Folks
American Physical Education Review	Machinery
Annals of the American Academy	Manual Training Magazine
Architecture	McClure's
Associate Teacher	Mechanical Digest
Atlantic Monthly	Metropolitan
Bird Lore	Munsey's
Birds and Nature	Nation
Bookman	National Food Magazine
Book Review Digest	National Geographic Magazine
Boston Cooking School Magazine	Nature Study Review
Boston Journal of Education	North American Review
Campbell's Scientific Farmer	Outing
Century	Outlook
Children's Magazine	Pacific Monthly
Classical Review Monthly	Palette and Brush
Collier's	Pictorial Review
Concrete and Cement Age	Play Ground Magazine
Country Gentleman	Popular Astronomy
Country Life	Popular Educator
Craftsman	Popular Electricity
Current Opinion	Popular Science Monthly
Delineator	Popular Mechanics
Education	Primary Education
Educational Foundations	Public Libraries
Educational Review	Readers' Guide to Periodical Literature
Electrician and Mechanics	Review of Reviews
Elite Fashion Magazine	St. Nicholas
Elementary School Teacher	Saturday Evening Post
Etude	Scientific American and Supplement
Evedybody's	School Arts Magazine
Fliegende Blaetter	School and Home Education
Forum	School Board Journal
Gas Engine Magazine	School Review
Gas Power	School Science and Mathematics
Good Housekeeping	Scribner's
Gregg Writer	South Dakota Educator
Harper's Bazaar	Speaker
Harper's Magazine	Survey
Harper's Weekly	Teachers' College Record
Hearst's Magazine	Technical World
Home Needle Work	Theater
House Beautiful	Travel Magazine
Household Arts Review	Vacational Education
Independent	Woman's Home Companion
International Studio	World Today
Journal of American History	World's Work
Journal of Geography	Youth's Companion
Journal of Educational Psychology	

TEXT-BOOKS

Students are required to furnish their own text-books. These are secured at the Normal Book Store, which occupies a convenient room in the Central building. Many books may be purchased second-hand if desired.



BROAD WALK LEADING TO CENTRAL BUILDING



MELGAARD'S PARK



PUBLICATIONS

The institution publishes a quarterly bulletin, one number of which is the annual catalogue.

"The Industrial Normal Exponent" is a paper issued monthly by the faculty and students of the school. A short story contest is maintained in connection with this publication for which gold and silver medals are furnished as prizes by Mr. D. G. Gallett of Aberdeen.

"The Pasque" is a richly illustrated publication put out annually by the members of the Junior class.

CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations are volunteer organizations which foster a wholesome spirit of good fellowship in the student body. These are affiliated with the respective state organizations, which are parts of the world-wide Christian movement for young men and young women. Each association holds weekly meetings, carries on the group Bible study work, and plans occasional socials for the school.

Young men who expect to enter the school would do well to notify Mr. Herman Bohl, Brentford, South Dakota. Young women who are making similar plans should write to Miss Virginia Scott, Estelline, South Dakota. Mr. Bohl and Miss Scott are presidents of the Christian associations and will be glad to meet the trains and assist new students in finding boarding and rooming places. The officers of these associations will also be glad to help students who are seeking employment.

SCHOOL ORCHESTRA

Professor Sheldon B. Foote will continue to direct the school orchestra during the coming year. This organization meets every week for practice, prepares concert programs, and furnishes enjoyable music numbers for the various entertainments of the year. All students who wish to take up the work should bring their instruments with them and report for practice at the beginning of the new Semester. No fees are charged.

PUBLIC SPEAKING

All students in the classes above the third year prepare two assigned parts yearly in declamation, essay writing, debate or oratory, and these are given on the rostrum.

Hon. Isaac Lincoln of Aberdeen, formerly local secretary of the institution, has established a declamatory contest in order to encourage public speaking among the students. This is divided into two sections and gold and silver medals are given to young men and women who show superiority in the work.

PHYSICAL TRAINING AND ATHLETICS

The importance of good health and sound bodily development is given due recognition in this institution and provision is made for healthful gymnastics, games and recreations. The generous campus affords abundant room for football and baseball grounds, tennis courts, and a third-mile track, while the large gymnasium is well equipped with apparatus for indoor training. The school maintains strong teams in foot ball, basketball and baseball, having for several years won signal interscholastic honors in the Dakotas in basketball. A director of physical training for women and an athletic coach for men are regularly employed and ample opportunities are provided for this phase of school activity.

HIGH SCHOOL MEET

The faculty has established an annual athletic and declamatory meet for High Schools of South Dakota. This is strictly a High School affair, conducted under the rules of the South Dakota High School Athletic Association, and is held yearly about the first of May. The Normal provides medals for the successful competitors in declamation and for the winners of the various athletic events. The meet is participated in regularly by a goodly number of High Schools and is proving a pronounced success.

ANNUAL ENTERTAINMENT COURSE

During the year 1913-14, the institution maintained a high class entertainment course of eight numbers and all students of the school were provided with tickets. For the coming year arrangements have been made for a still more elaborate course. The entertainments provided are: Madame Evelyn Scotney of the Boston Opera Company and artist assistants, Bishop W. A. Quayle, The Metropolitan Grand Male Quartette, John Kendrick Bangs, The Chicago Operatic Company, Hamlin Garland, The Schuman Quintet, and Senator Robert M. LaFollette. This is a very expensive course and one that is bound to prove attractive.

SUMMER SCHOOL

The summer school held in June and July of each year has been so well attended as to demonstrate the need for a regular summer session. Tuition, board and room for six weeks cost only \$30. Many students and teachers are availing themselves of the opportunities thus offered to earn credits which are accepted toward the completion of the several courses of the school. Many also take advantage of the opportunity to secure thorough reviews in the common branches of study. Thus far the state has assumed no responsibility in this connection except to donate the use of the school plant for the annual sessions. The president organizes the summer

school each year and calls to his assistance such members of the Normal faculty as are needed to make the work effective. It is hoped that the Regents will soon take charge and make this a part of the regular work of the school.

The joint institute of Brown, Campbell, Corson, Day, Dewey, Edmunds, Marshall, McPherson, Walworth and Ziebach counties is combined with the summer school and all teachers in attendance the required length of time receive credit for institute work from the county superintendents.

Courses of Study

The institution offers courses of study in Normal, Industrial, Household Arts, Business, and Trade lines. In the selection of his work the student is thus afforded a generous opportunity to choose subjects suited to his taste and aptitude.

In harmony with the new certification law passed by the legislature in 1911, there have been constructed three divisions of Normal work which have received the approval of the state department of public instruction. The elementary division, covering a period of two years beyond the approved eighth grade course of study of the public schools of the state, has the second grade teacher's certificate as its goal; the intermediate division, consisting of two years' work beyond the first two years in an approved four year high school course, leads to the first grade certificate; and the advanced division—two years beyond an approved four year High School course—commands the state certificate after eighteen months' successful experience in teaching, and the life diploma after forty months' experience. The eighteen months' teaching, preliminary to the granting of the state certificate, is done by authority of a provisional certificate issued by the department of public instruction. Graduates of approved four year high schools who aspire to teach in a single year, may receive the first grade certificate after completing the special list of subjects outlined in connection with the Normal courses.

On the fifteenth of March, 1912, the Superintendent of Public Instruction—acting in accordance with the provisions of Chapter 136, Session Laws of South Dakota, 1911—established the following regulations governing the issuance of First and Second Grade teachers' certificates.

- A. At the time of graduation, or within one year thereafter, the registrar of the school shall submit a statement, on proper form, concerning the applicant's work. This statement will include the following:
 - a. When and where applicant completed the required Eighth Grade work;
 - b. Record of attendance in this and all other schools above the Eighth Grade;
 - c. Course of Study pursued (beyond the Eighth Grade) including under each subject (1) year when work was done, (2) number of weeks devoted to it, (3) number of recitation periods per week, (4) length of recitation period, and (5) grade obtained.
- B. Attendance:
 - a. For the diploma leading to the Second Grade Certificate, the student must have attended the normal school at least two years, or have received credits in an approved high school for the first and second years, and in addition thereto one full year's attendance at the normal school.

- b. For the diploma leading to the First Grade Certificate, the student shall have attended the normal school two full years, or have received credit for a four-year course in an approved high school, and in addition thereto one full year at the normal school.
- c. Every applicant shall have been a resident student for the time certified.

C. Course of Study:

- a. All subjects required on examination for the grade of certificate sought must appear in each applicant's record.
- b. The applicant must, at no time during the course, have carried more than 25 hours of work per week.
- c. The course pursued must be the one approved for that school by this Department; provided, that a reasonable substitution may be accepted, if, in the opinion of the Department, the course is not thereby impaired. It is distinctly understood, however, that when any substitution is made it is at the risk of the applicant and the Department will in no way bind its judgment in passing on the record when application is formally made for the certificate. It is, therefore, strongly urged that the course as approved and advertised be followed absolutely whenever possible. Substitutions made because of the personal preference of the student will not be considered—the above concession being made only for those who were enrolled previous to the passage of this law or who have attended some other school and therefore cannot, without serious loss of time and effort, take the course exactly as it is offered.

- D. Certificates will be refused to all who do not fully meet the foregoing requirements.

In the Industrial-Normal, Household Arts, Business and Manual Training courses the Normal idea is prominently in evidence, but the practical and utilitarian also enter largely into the work. Good cooks, efficient office help and skilled mechanics are graduated from these courses, and those competent to teach the subjects are prepared for service in the public schools.

Vocational training is greatly in demand at the present time and a start in Trade lines was made with the year 1911-12. Courses in Carpentry, Blacksmithing, Architecture, Machine Work and Applied Electricity are now offered and other courses will be added to the list as the needs of the situation may require.

The School of Agriculture was established by action of the Board of Regents of Education early in 1914, and practical courses for young men and young women will be organized during the first semester of the school year 1914-15. These courses are designed primarily for young people of the farm who can not enter school until after the fall work is out of the way and who must return to the country before seeding time in the spring. The first term of seven weeks begins November 3 and ends December 18, while the second term of nine weeks begins January 5 and closes March 12. The instruction so far as possible is by the laboratory method. Study and training continue for four years and a certificate is

awarded to each person who satisfactorily completes a course.

In the outline which follows the plan of work provides for fifty minute periods (laboratory subjects double time) and the number of weekly recitations is indicated for each subject.

NORMAL COURSES OF STUDY

Elementary Course—Leading to Second Grade Certificate

Constants:

Reading and Grammar	5 hours
United States History	5 hours
Physiology and Hygiene	5 hours
Arithmetic	5 hours
Geography	5 hours
South Dakota History and Civics	5 hours
Penmanship and Spelling	5 hours
State Course of Study and Practice	10 hours
Agriculture	5 hours
Public School Music	5 hours
Normal Drawing	5 hours

60 hours

Electives, chosen from list on pages 29 and 30..... 20 hours

Total 80 hours

Intermediate Course—Leading to First Grade Certificate

Constants:

Penmanship and Spelling	5 hours
South Dakota History and Civics	5 hours
Composition and Rhetoric	10 hours
Algebra	10 hours
Plane Geometry	10 hours
English and American Literature	10 hours
Public School Music	5 hours
Normal Drawing	5 hours
General Methods (including Methods in Agriculture).....	5 hours
School Management (including School Law)	5 hours
Elementary Psychology	5 hours
Physiography	5 hours
Reviews (Reading, Grammar, Arithmetic, Geography, U. S. History and Physiology)	10 hours
Current Events	1 hour
Practice Teaching	10 hours

101 hours

Electives chosen from list on pages 29 and 30..... 59 hours

Total 160 hours

Advanced Course—Leading to State Certificate and Life Diploma**Constants:**

English	30 hours
History (including American History and Civics pursued after the 10th grade)	20 hours
Algebra	10 hours
Plane Geometry	10 hours
Science	10 hours
The ten hours' work in science to be selected from the following:	
Physics 10	
Chemistry 10	
Botany 5 or 10	
Zoology 5 or 10	
Physiography 5	
Geology 5	
Psychology	5 hours
History of Education	5 hours
Sociology	5 hours
Pedagogy (including Child Study)	5 hours
General Methods (including Methods in Agriculture)	5 hours
School Management (including School Law)	5 hours
Public School Music	5 hours
Normal Drawing	5 hours
Reviews (Reading, Grammar, Arithmetic, Geography, U. S. History and Physiology)	10 hours
Practice Teaching	10 hours
	<hr/>
	140 hours
Electives, chosen from list on pages 29 and 30.	100 hours
	<hr/>
Total	200 hours

Notes on the Foregoing Courses

1. In explanation of the term "hours" as used in these courses, it may be said that a student taking four subjects, each of which recites five days a week, will be able to earn credit for 20 semester hours each semester, or 40 semester hours during the school year. The semester hour is a recitation period of at least 45 minutes.

2. For the diploma leading to the second grade certificate, the student must have attended the Normal School at least two years, or have received credits in an approved High School for the first and second years, and in addition thereto, one full year's attendance at the Normal School. (Regents' resolution and Educational Department ruling.)

3. For the diploma leading to the first grade certificate, the student shall have attended the Normal School two full years, or have received credits for a four years' course in an approved High School, and in addition thereto one full year at the Normal School. (Regents' resolution and Educational Department ruling.)

4. Graduates of approved four year High Schools may complete the Advanced course in two years, and all such graduates enrolling for Normal work are strongly urged to enter this course.

5. Graduates of the Elementary Normal course will be able to finish the Intermediate course in two years. Likewise graduates of the Intermediate course may complete the Advanced course in two years.

6. A graduate of the Intermediate Normal course who does not elect the third year of English, the two years of History, and the year of Science required for entrance to the Advanced Normal course, may pursue these subjects in the Advanced course instead of taking required subjects in which he has already earned credits.

7. If students in the Advanced course are found to be deficient in penmanship, spelling and the elements of composition they are required to enter classes in these subjects.

8. Students in Elementary and Intermediate courses who show proficiency in spelling and penmanship may, on examination, be excused from these subjects.

9. Students holding first or second grade certificates, supplemented by at least six months' teaching experience, may omit the Reviews in the Advanced course and substitute therefor advanced electives.

10. On permission of the Faculty, students may take 25 hours' work each semester, this being the maximum amount permitted in any case. Thus the way is opened for 10 hours' additional elective work each year. (Regents' resolution and Educational Department ruling.)

11. No credit can be given for High School Physics, Chemistry, or Trigonometry, if pursued before the third year, nor for Economics, if taken before the fourth year.

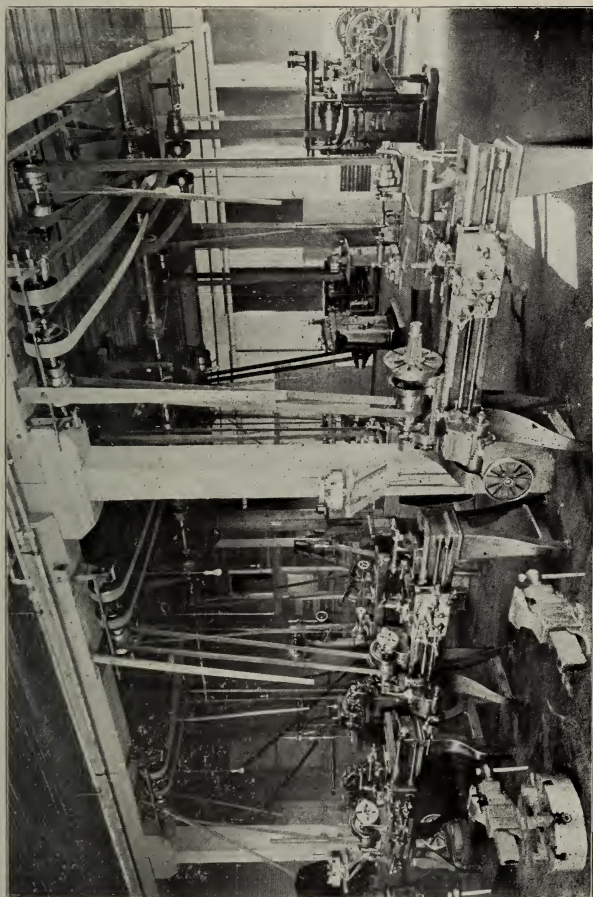
12. No credits below the ninth grade will be permitted to apply on any Normal course.

13. In choosing electives, the student will select studies from the group corresponding to the year of the course which he is pursuing. Deviations from this regulation will require faculty approval.

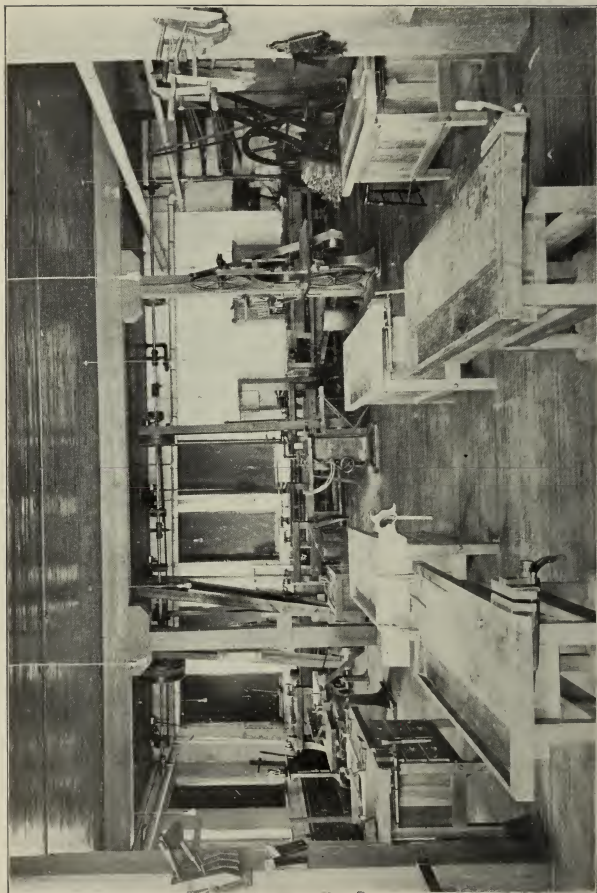
14. By properly choosing electives, the student may specialize in English, Latin, German, French, Science, History or Mathematics.

15. These courses have been approved by the Department of Public Instruction and the student bringing credits from other schools can readily see just what required work must be completed before a teacher's certificate or diploma may be obtained.

16. When first and second grade certificates are issued to graduates, it will be necessary for each recipient to secure the County Superintendent's signature and to pay a fee of one dollar.



IN THE MACHINE SHOP



IN THE WOOD SHOP

OUTLINE OF THE NORMAL COURSES

Elementary Course—Leading to Second Grade Certificate

First Year

First Semester		Second Semester	
Physiology and Hygiene	5	Reading and Grammar	5
United States History	5	South Dakota History and Civ- ics	5
Geography	5	Arithmetic	5
Elective	5	Elective	5

Second Year

State Course of Study and Prac- tice	5	State Course of Study and Prac- tice	5
Penmanship and Spelling	5	Agriculture	5
Normal Drawing	5	Public School Music	5
Elective	5	Elective	5

Intermediate Course—Leading to First Grade Certificate

First Year

English I (Composition and Rhetoric)	5	English I (Composition and Rhetoric)	5
Algebra	5	Algebra	5
Physiology and Hygiene	5	South Dakota History and Civ- ics	5
Elective	5	Elective	5

Second Year

English II	5	English II (American Litera- ture)	5
Penmanship and Spelling	5	Agriculture	5
Normal Drawing	5	Public School Music	5
Elective	5	Elective	5

Third Year

Plane Geometry	5	Plane Geometry	5
General Methods (including Methods in Agriculture)	5	School Management (including School Law)	5
Elementary Psychology	5	Physiography	5
Elective	5	Elective	5

Fourth Year

Reviews (Reading, Grammar and Arithmetic)	5	Reviews (Geography, United States History and Physi- ology)	5
Civics	5	Current Events	1
Practice Teaching	5	American History	5
Elective	5	Practice Teaching	5
		Elective	5

Advanced Course—Leading to State Certificate and Life Diploma

The Intermediate Normal course or an approved four year High School course will prepare for the Junior year of the Advanced course. Only the last two years of this course are outlined.

Junior Year

First Semester	Second Semester
Reviews (Reading, Grammar and Arithmetic) 5	Reviews (Geography, United States History and Physiology) 5
Psychology 5	History of Education 5
General Methods (including Methods in Agriculture) 5	School Management (including School Law) 5
Elective 5	Elective 5

Senior Year

Pedagogy (including Child Study) 5	Sociology 5
Public School Music 5	Normal Drawing 5
Practice Teaching 5	Practice Teaching 5
Elective 5	Elective 5

SUGGESTIVE OUTLINE**For Graduates of Four Year High Schools Who Would Complete the Intermediate Normal Course in One Year**

General Methods (including Methods in Agriculture) . . . 5	School Management (including School Law) 5
Elementary Psychology 5	Current Events 1
Reviews (Reading, Grammar and Arithmetic) 5	Reviews (Geography, United States History and Physiology) 5
	Public School Music 2
	Normal Drawing 2
Practice Teaching 5	Practice Teaching 5
Elective 5	Elective 5

BUSINESS COURSE**Preparing for Teaching and for Office Practice**

Shorthand 5	Shorthand 5
Typewriting 10	Typewriting 10
Penmanship and Spelling 5	Penmanship and Spelling 5
Bookkeeping 5	Bookkeeping 5
Commercial Arithmetic 5	Commercial Law 5

HOUSEHOLD ARTS COURSE

Leading to State Certificate and Life Diploma

Entrance requirements for regular students: Graduation from the Intermediate Normal course or an approved High School course.

Junior Year

First Semester		Second Semester	
Food Study	4	Physiology and Home Nursing . .	4
Cookery	4	Cookery	4
Sewing	4	Sewing and Drafting	4
Inorganic Chemistry	5	Organic Chemistry	5
Psychology	5	History of Education	5
General Methods (including Methods in Agriculture)	5	School Management (including School Law)	5

Senior Year

Household Manageemnt	5	Dietetics, Organization and Equipment	5
Bacteriology	4	Chemistry of Foods	4
Advanced Cookery	4	Table Service and Invalid Cook- ery	4
Dressmaking	4	Dressmaking	4
Practice Teaching	5	Practice Teaching	5
Design and Textiles	5	Art Needlework and Millinery .	5

INDUSTRIAL-NORMAL COURSE

Leading to State Certificate and Life Diploma

Entrance requirements for regular students: Graduation from the Intermediate Normal course or an approved High School course.

Junior Year

Freehand Drawing	5	Mechanical Drawing	5
Forging or Elementary Wood- work	10	Machine Shop Practice or Joinery	10
Psychology	5	History of Education	5
General Methods (including Methods in Agriculture)	5	School Management (including School Law)	5

Senior Year

Mechanical Drawing	5	Architectural Drawing	5
Literature of Manual Training .	5	Machine Construction or Pat- tern Making and Moulding . .	10
Advanced Machine Shop Prac- tice or Cabinet Making	10	Organization of Manual Train- ing	5
Practice Teaching	5	Practice Teaching	5

MANUAL TRAINING COURSE**First Year**

First Semester		Second Semester	
Freehand Drawing	5	Freehand Drawing	5
Woodwork	10	Cabinet Making	10
Elective	10	Elective	10

Second Year

Mechanical Drawing I	5	Mechanical Drawing I	5
Forging	10	Forging and Pipe Fitting	10
Elective	10	Elective	10

Third Year

Mechanical Drawing II	5	Architectural Drawing	5
Pattern Making and Foundry Practice	10	Pattern Making and Foundry Practice	10
Elective	10	Elective	10

Fourth Year

Machine Drawing	5	Machine Drawing	5
Metal Work	10	Machine Shop Practice	10
Elective	10	Elective	10

TRADE COURSES**Carpentry****First Year**

Framing, Millwork, Outside Finishing	20	Framing, Millwork, Outside Finishing	20
Architectural Drawing	10	Architectural Drawing	10
Theory	5	Theory	5

Second Year

Cabinet Making, Inside Finishing, Masonry	20	Cabinet Making, Inside Finishing, Masonry	20
Architectural Drawing	10	Architectural Drawing	10
Theory	5	Theory	5

Blacksmithing**First Year**

Forge Work, Machine Shop	25	Forge Work, Machine Shop	25
Mechanical Drawing	5	Mechanical Drawing	5
Theory	5	Theory	5

Second Year

Forge Work	25	Hand and Power Forging, Practice in Com'l. Shops	25
Mechanical Drawing	5	Mechanical Drawing	5
Theory	5	Theory	5

Architecture**First Year**

First Semester	Second Semester
Mechanical Drawing, Freehand Drawing20	Architectural Drawing, Per- spective20
Joinery10	Framing10
History of Architecture5	History of Architecture5

Second Year

Architectural Drawing, Interi- or Decoration20	Architectural Design, Furni- ture Design20
Forge Work, Pattern Making and Foundry Practice10	Machine Shop, Masonry10
Construction and Strength of Materials5	Theory of Architecture5

Machine Work**First Year**

Machine Shop Practice20	Machine Shop Practice20
Machine Drawing10	Machine Drawing10
Machine Shop Theory5	Machine Shop Theory5

Second Year

Machine Construction20	Machine Construction20
Machine Design10	Machine Design10
Machine Shop Theory5	Machine Shop Theory5

Applied Electricity**First Year**

Mathematics (Algebra)5	Mathematics (Geometry)5
Physics8	Physics8
Chemistry8	Chemistry8
Mechanical Drawing (Projec- tions and Shop Drawing)5	Mechanical Drawing (Engine Details)5
Pattern Making and Foundry Practice9	Forging9

Second Year

Mathematics (Trigonometry)5	Mathematics (Analytics)5
Mechanism and Strength of Materials5	Steam Engines and Steam Boilers5
Electricity (Generation and Transmission)10	Electricity (Motors and Light- ing)10
Mechanical Drawing (Dynamic Details and Wiring Plans)5	Mechanical Drawing (Power Plants)5
Machine Work10	Dynamo Construction10

TABLE OF ELECTIVES**Group I**

First Semester	Second Semester
English I	English I
Latin I	Latin I
Grecian History	Roman History
Algebra	Algebra
Geography	Arithmetic
U. S. History	Reading and Grammar

Group II

English II
 Latin II
 German I
 Mediaeval History
 Bookkeeping
 Zoology
 State Course of Study and
 Practice

English II
 Latin II
 German I
 Modern History
 Agriculture
 Botany
 State Course of Study and
 Practice

Group III

English III
 Latin III
 German II
 French I
 English History
 Chemistry I
 Plane Geometry

English III
 Latin III
 German II
 French I
 English History
 Chemistry I
 Plane Geometry

Group IV

English IV
 Latin IV
 German III
 French II
 Civics
 Physics I
 Mathematical Geography
 Solid Geometry
 Art Appreciation

English IV
 Latin IV
 German III
 French II
 American History
 Physics I
 Physiography
 Higher Algebra
 Debating

Group V

English V
 Latin V
 German IV
 French III
 German I, Adv.
 Trigonometry
 Animal Histology
 Chemistry II
 Advanced Agriculture
 Mechanic Arts
 Domestic Science

English V
 Latin V
 German IV
 French III
 German I, Adv.
 Analytic Geometry
 Plant Histology
 Chemistry II
 Teachers' Manual Training
 Mechanic Arts
 Domestic Science

Group VI

English VI
 Latin VI
 Pedagogy
 Sociology
 German V
 French IV
 Constitutional History
 Geology
 Physics II
 Economics
 Drawing and Painting
 Mechanic Arts
 Domestic Science

English VI
 Latin VI
 Pedagogy
 Sociology
 German V
 French IV
 Constitutional History
 Astronomy
 Physics II
 Economics
 Drawing and Painting
 Mechanic Arts
 Domestic Science

Departments of Instruction

EDUCATION

The purpose of this department is to examine the fundamental principles—philosophical, historical and psychological—which underlie a scientific theory of education, considered as a human institution. The processes and the problems of education are examined and an attempt is made to formulate a philosophical basis for educational doctrine and practice.

Psychology—The study of psychology is pursued in a Normal School chiefly for the purpose of increasing the teaching power of the student. In a secondary sense, it serves as a general culture study. It is pre-eminently the study of human nature from infancy to old age. It is a direct study of one's own mental life and a more or less indirect study and interpretation of the mental life of others. It never contradicts common sense or the intuitive and instinctive acts of individuals or groups of individuals. The study of psychology rightly pursued touches life in all relations and under all conditions. It is a study of the whole life, with a view of adapting one's self to rational conditions.

The text is supplemented by lectures, library reading, class discussions and reports of observations in specific fields; and toward the end of the semester the class performs a number of experiments based upon Witmer's Analytical Psychology. One semester of eighteen weeks is given to this work. An advanced course of eighteen weeks will be given as an elective whenever there is a demand for it.

History of Education—One semester is spent in the study of the history of education. This belongs to the Junior year of the Advanced Normal course and is intended to supply the student with the correct notion of what ought to be done in view of the knowledge of what has been done in the past. The pedagogy of the schools of Greece, Rome, Germany, France and England forms the basis of this study. The great educators, their philosophy and their chief works are examined and compared with a view to forming correct educational ideas. The class room work is supplemented by assigned reading and reports on different topics.

General Methods—This is a course primarily in General Method. An attempt is made to get hold of the big truths and principles that must underlie any study of special methods. The problem is approached from the standpoint of motivation as worked out from instincts and needs. This gives a basic clue to the choice of devices and to the formation of a curriculum or course of study.

Methods in Agriculture are given as a part of this course by the instructor in that subject. Other special methods are given in the review courses and by the supervisors in connection with the work in Practice Teaching.

In the latter part of the year opportunity is given for observation of lessons taught by the supervisors in the Training School. This is required of all who expect to take up teaching the following semester. Observation blanks are furnished so that teachers may know what to look for and in what respects especially this teaching may serve as a model for them to follow. Assignments are then made to departments and lesson plans for the first two weeks of the school in the fall are prepared with the assistance of the teachers already teaching in those grades and under the careful direction of the supervisors.

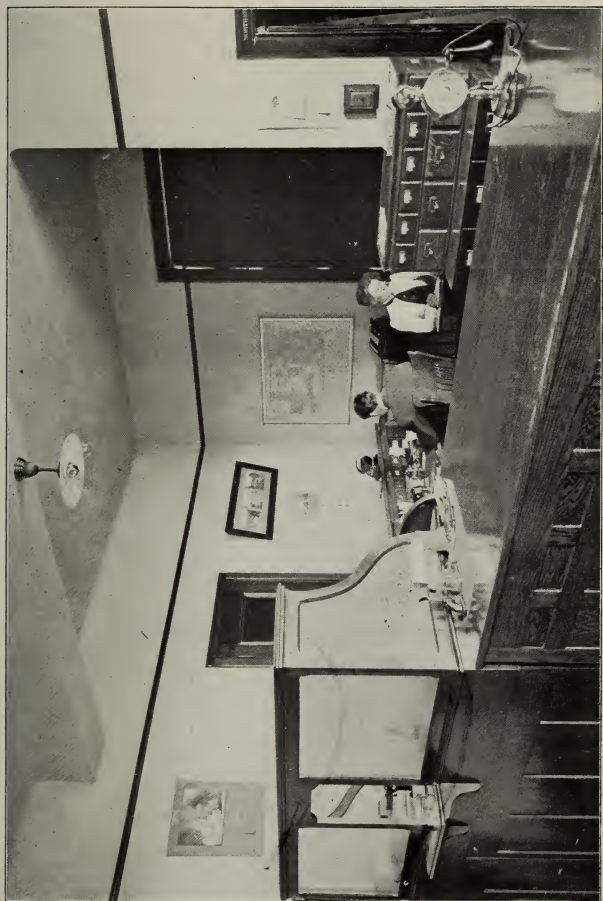
School Management—This course supplements the work in General Methods. It aims to furnish the prospective teacher with a compendium of precepts that will aid him in the mastery of technique, to interpret these precepts in the light of accepted psychological principles, and to unite both precepts and principles into a coherent and fairly comprehensive system.

Pedagogy—The course in pedagogy in the senior year is designed for students who have had considerable work along professional lines, and will vary somewhat according to their needs. It will include work in school and class management, school organization, courses of study, and allied subjects. Much reading will be done in the library and reports will be made on assigned topics. This course presupposes work in psychology, history of education, and methods.

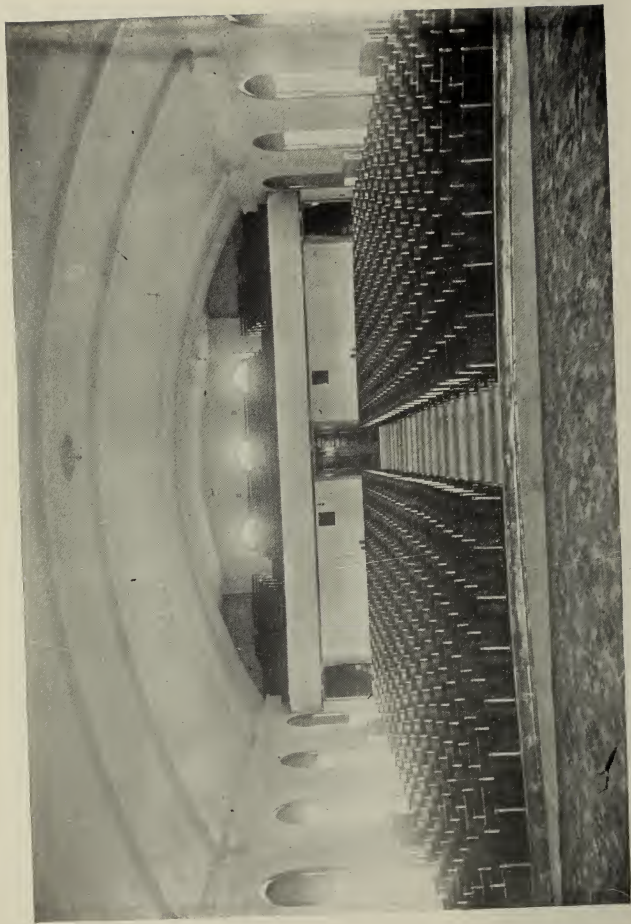
Child Study—This course in the physical and mental development of children is supplementary to the prescribed course in Pedagogy. It is designed to discuss the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher, and it will seek to give him adequate training in the concrete study of child life. Work in the reference library is an important part of the subject, and reports of children observed are required.

School Law—South Dakota statutes relating to the general subject of education are carefully studied as a part of the course in School Management. State and county supervision, school corporations, powers and duties of district school boards, teachers and schools, compulsory education, text-books, school libraries, humane treatment of animals, and special temperance instruction in physiology are some of the topics considered.

Practice Teaching—In order to give the student the equipment of actual school experience, teaching one hour a day throughout the senior year is required as a minimum of practice. Each



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practice teacher, under the supervision and guidance of a critic teacher, is responsible for the discipline of the class and the appearance of the room as well as for the proper presentation of lessons. The practice teacher is required to prepare a detailed plan of each lesson and have it approved before taking charge of the school. Additional practice work may be elected when the practice classes are not crowded.

State Course of Study and Practice—This course is offered to meet, as nearly as possible, the needs of those who will go out at the end of two years' work to teach in the common schools in South Dakota. It will include a careful study of the state course of study, in which the different branches will be taken up from the standpoint of subject matter, sequence, and method of presentation. It will also include observation, writing of lesson plans, and some teaching. The constant endeavor will be to make this a very practical course for those whose time is limited.

Current Events—In the second semester of the fourth year of the Intermediate Normal course, weekly drill is given in Current Events. Affairs at home and abroad are discussed and analyzed.

GEOGRAPHY.

Of all the common school subjects, geography has the widest sphere of relations. It deals with the phenomena of nature and of man. Climate and physiographic features in a large measure control man's economic conditions and industries, and through these affect all his life. Civilized man, however, does not passively accept geographical conditions, but in organized social endeavor brings about the transformation of nature to his own ends. Geography shows how man's life is conditioned and influenced by the earth and how he utilizes these conditions for his own good.

Equipment—The equipment for teaching geography includes a good collection of recently published political and physical maps, an 18-inch Mitchell pendent globe, an 18-inch Houghton siated globe, a fine mercurial barometer, maximum and minimum registering thermometers, a collection of consular reports, geographical atlases, folios, bulletins and reports, files of the Monthly Weather Review, weather maps, a large mapping table, a sand table and filing cabinet.

Physiography—The work in physiography includes an eight weeks' course in meteorology and an eleven weeks' course in physiography proper. In meteorology the general properties of the atmospheric envelope are studied and a careful examination is made of areas of high and low pressure, isobaric and isothermic charts being constructed by students from data obtained from the United States weather bureau. In a similiar manner data are obtained from which a complete weather map is made by each student. In addition to a

study of wind zones, cyclones and anticyclones, some special attention is given to the tornado and Chinook winds.

In physiography a study is made of the land surface and of the evolution of relief forms. The principal physiographic processes and features are studied, each being taken up by a careful study of some actual type, the physiography of the United States being thus thoroughly covered. The environment of the school permits a study at first hand of a typical young plain, the level bed of glacial Lake Dakota, and the attendant phenomena of a young meandering river. The field work includes trips to the outside of this lacustrine plain, to the characteristic rolling topography of the glacial drift, the study of minor glacial lake beds in the vicinity and an optional trip to Big Stone Lake crossing the three outer terminal moraines of the Dakota lobe of the ice sheet.

Geography—This course includes a review of the principal facts of political geography from the point of view of natural resources, industries and the exchange of commodities. The industrial geography of the United States is made the basis for the study of economic conditions. Not only is our own economic geography the nearest related to the student's experience and conceptions, but it is also the best illustration of the principle of organization of the subject. Here extensive agricultural and grazing areas alternate with great mining and manufacturing centers and are co-ordinated with a division of labor equally great in the power of social adjustment.

Mathematical Geography—The motions, form and position of the earth are studied as determining such conditions as latitude and longitude, map projections, government land survey, standard and local time, solar and sidereal day, the calendar, seasons and zones. Considerable practical and library work is required, such as the determination of latitude from the altitude of the sun at apparent noon and the declination tables in the Nautical Almanac.

Review Geography—This is an advanced course and is designed to give the prospective teacher some knowledge of modern geographic data, their organization and method of adaptation for the common school grades. A study is made of the preliminary geography work, which should be done before the text-book is used, as well as the formal geography study. Among the important topics of the course are a study of local geography, natural features, mapping, moulding and the imaginary journey.

South Dakota Geography, History and Civics—To prepare for the requirements of the state course of study in South Dakota geography, history and civil government, these subjects are offered in the second semester of the first year of the Normal courses. The work in geography comprises a careful study of the surface features of the state, including a study of glaciated portions east of the

Missouri River, and the Black Hills and Bad Lands west of it; the climate, soil and products; and the cities and institutions of the state. In civil government the state legislature, executive department, judicial system, county, township, town, city and the public school system are given careful consideration. A brief study is also made of the constitution of the United States and of nominations and elections.

SOCIAL SCIENCES

The social sciences include the subjects which deal with the institutions of mankind. While the forces of society that have shaped and moulded institutions antedate recorded history, a systematic and organic study of them has been made only in recent times. Since the work of the teacher is that of an organic formative social force, assisting the child in preparation for social participation, it seems eminently fitting in this institution, designed to train teachers as well as to give technical industrial and general culture, that the work of this department should occupy a prominent place in our courses.

Sociology—The purpose of this study is to develop a comprehensive view of the complex relations of humanity and acquaint the student with social elements, functions and processes. The institutions, social organisms and aggregates of contemporaneous society are studied, not so much with a view to making social reformers as to the giving of a rational and balanced conception of society. To this end a study of normal conditions, ideals and processes is emphasized more than a study of pathological conditions.

Economics—This course consists of a study of material wants and their satisfaction, the production of economic goods, their exchange and distribution. The importance of a rational view of the world of industry is apparent when we realize how much time and human energy is expended in the satisfaction of material wants, and how much crime and misery, as well as virtue and happiness, center about the production and use of wealth.

Civics—A presupposition for this study is fair knowledge of the history of the United States and of the elements of civil government. A study is made of local civic institutions, of state government as illustrated in the constitution and administration of the government of South Dakota, and of the federal constitution and the administration of our national government. Some special study is made of municipal government, of the machinery of political parties and of civic problems as illustrated in current or recent events which indicate civic processes or tendencies. Considerable library work is done, the library having a good list of reference books besides many valuable governmental publications, such as state reports, state codes and bound volumes of the Congressional Record.

Commercial Law—The aim of this course is to enable the stu-

dent to understand the elements of law as applied to the conduct of business, not to make lawyers, but to give a rational conception of legal rights and limitations. A study is made of such topics as contracts, sales and transfers of property, negotiable paper, partnership and corporations, agency, insurance, and a brief study of pleading and practice.

HISTORY

The courses in history assume a class well prepared in the elementary history of the United States. The methods in use require much library work. Students are assigned special subjects for the search work and are required to prepare and deliver before the class their productions from the reading on these subjects. Analysis of the subject is an important feature of history study; therefore, each student is required to make a detailed analysis from time to time, thus avoiding the error of having it all prepared by the instructor. It is planned to direct the reading and study in such manner as to call decided attention to the relations of events.

Grecian and Roman History—This subject extends through the first year of the courses. In the first semester, it includes a brief survey of the ancient Egyptian and Babylonian civilizations and the study of Grecian history from the Mycenaean period to the Roman conquest. During the second semester the history of Rome is considered from the early Etruscan period to the revival of the Empire in 800, A. D.

Mediaeval and Modern History—This subject is offered in the first and second semesters of the second year. The first semester's work is planned to give a general idea of the trend of society from the ancient to the modern order, and considers the development of European history from 800, A. D., through the period of the Hundred Years' War. Especial attention is given to the influence of the mediaeval church and the formation of nations. During the second semester the work treats of events from the time of the renaissance through the readjustment of Europe by the treaty of Vienna.

General History of England—This course is elective and extends through both semesters of the third year. Its aim is to give a general idea of English history from the earliest historical period to the end of the Victorian era. Effort is made to trace the growth of legal and political institutions and colonial policies as well as social and religious developments. Research work is required throughout the year.

American History—This is an advanced course, following immediately the work in civics, during the second half of the fourth year. A review of the events with the causes leading to the settlement of the American colonies is given, but the formation of the Union, the Civil War and the reconstruction of the states receive the

most prominent place in the course. Special emphasis is laid upon the principles underlying the development of the political life and the institutions of the American people.

United States History—This is a semester subject offered during the first year of the Elementary Normal course and is planned as a brisk review of the essential events and movements in the history of our country.

Review United States History—This is an advanced professional course required of all Intermediate and Advanced Normal students. Attention is given to methods of teaching the subject.

Constitutional History—This course is planned to make a careful study of the growth of the English constitution. During the year the political constitutions of other countries will be considered for the purpose of comparison. The work is continued through two semesters.

MATHEMATICS

Throughout the course in mathematics, the aim is to make the teaching of the subject practical and to train the students to habits of careful and accurate thinking; to cultivate in them mathematical strength, together with rapidity and accuracy of computation, and to give to them the best methods of presentation in connection with the fundamental principles underlying each subject.

Arithmetic—Arithmetic has two values, a utilitarian value and a cultural value. A knowledge of arithmetic has a bread and butter value to us. We need it in our purchasing, in computing our incomes, and in our accounts generally. We also need arithmetic for its cultural value. It trains students to think logically, clearly and accurately. It trains their judgment and develops a power for rapid and accurate work. Three courses are offered.

Elementary Course—A thorough review of the subject is given. This work, intended for those who wish a complete survey of arithmetic, is offered in the Elementary Normal course.

Commercial Course—Accompanying the work in bookkeeping a half year in arithmetic is offered to Business students. A thorough drill in the more practical parts of the subject is supplemented by abundant illustrative work and miscellaneous problems.

Review Course—Review work is required in higher arithmetic of those taking the Intermediate and Advanced Normal courses. Modern methods are given prominence.

Algebra—The object of this study, as in all branches of mathematics, is to train the student in logic and to develop his powers of concentration and enable him to see and express the relations between factors. Care in arrangement, clearness of statement, and accuracy of results are at all times emphasized.

Elementary Course—The subject is begun and is taken through quadratic equations in a single year.

Advanced Course—A review of the underlying principles of elementary algebra is given before taking up the work in quadratics, ratio and proportion, variation, progressions, imaginary and complex numbers, variables and limits, the binomial theorem, logarithms and undetermined co-efficients. This course is offered as an elective to those who have completed the solid geometry.

Geometry—In this subject the student must get a clear concept of what is to be proven, and then prove in a logical way this concept. The result of this work gives the student the power of continuity both in thought and speech, and it helps form in the learner the habit of seeing things in their true relation. Both plane and solid geometry are offered.

Plane Geometry—This subject follows elementary algebra and is offered for two semesters. The work is based on some good standard text-book and much attention is given to original demonstrations.

Solid Geometry—Plane geometry must precede the solid. One semester's work in the latter is offered as an elective in the fourth year.

Trigonometry is offered as an elective in several of the courses. It should be preceded by plane geometry. The principles of navigation and some practical work in surveying are given. If time permits, the principles of the sphere are considered with their mechanical and astronomical applications.

Analytic Geometry is also an elective in several of the courses and must be preceded by plane geometry and trigonometry. The course covers the rectilinear, oblique and polar systems of co-ordinates, loci of the first and second order, the conic sections and higher plane curves.

BIOLOGICAL SCIENCES.

The biological laboratory is furnished with a wall table extending along two sides of the room, above which are cases for the compound microscopes. Three tables occupy the center of the room, two of which are for students' use, while the third is equipped with a sink, aquarium, gas, and shelves for chemicals. There are fifty individual lockers, containing microscopes, dissecting pans, knives, scissors, forceps and other apparatus. Among the general apparatus may be mentioned a still, automatic water bath, Minot rotary microtome, stains, injecting syringe, twelve Bausch & Lomb special compound microscopes and one Bausch & Lomb BB compound microscope with Abbe condenser, a collection of over seven hundred prepared microscopical slides, about three hundred lantern slides upon the subjects of botany, zoology and physiology, and oxhydrogen stereopticon; an opaque projectoscope, fitted with electric light, suited for the projection of post cards, charts, maps and all opaque objects; a Babcock milk tester, soil augur, soil thermometer, soil sam-

ple cases, sieves for soil analysis, seed testers, and germinating boxes.

The recitation room connected with this laboratory is equipped with opaque curtains so that the room may be darkened for experiments or for using the stereopticon. Over four hundred volumes of scientific reports are kept in this room where they are easy of access.

Botany is offered in our courses, for ten hours per week, during one semester. The following are some of the topics studied: The germination of seeds; growth of seedlings; sources of plant food; stems, buds, leaves and flowers, with the general structure and uses to the plant of each; adaptation of plants to their environment; seed dissemination; plant societies; distribution of plants, with special reference to South Dakota; the economic value of plants from the lowest to the highest forms. Systematic work is done and each student is required to collect, preserve and classify at least fifty plants. Field work is made a leading feature of the course, many local excursions being planned, and as many to distant points as are possible. An annual excursion is made on the second Monday of May to Tacoma Park for the purpose of studying the botanical conditions in that part of the state. Plant physiology is studied sufficiently to enable the student to understand the vital processes of plant life.

Plant Histology—This course is offered for ten hours per week for one semester and embraces a study of the minuate anatomy of plants and consists of three parts:

1. General Methods. A study of the methods of clearing, live staining, fixing and staining methods, microtome technique and the making of permanent preparations.

2. Microchemistry. In which is made a study of some of the inorganic elements and compounds in plant tissues, such as oxygen, sulphur, hydrochloric acid and its salts, nitric acid and its salts, potassium, sodium, etc.; a study of the organic compounds, such as the alcohols, fats, and fatty oils, wax, carbohydrates, sulphur compounds, amido compounds, phenols, hydrocarbons, glucosides, coloring matters, proteids, etc.

3. Methods for the investigation of the cell wall and of the various cell contents, such as a study of the cellulose wall, the lignified membranes and the developmental history of the cell wall, the nucleus and its constituents, karyokinesis, centrospheres, chromatophores, protein grains, etc.

Zoology—Zoology is given for ten hours per week during the first half of the second year. The first division of the work is devoted to the groups below the vertebrates and the second division to the vertebrates. Insects are studied first, with special reference to their economic importance, and then the groups are studied in their order from the lowest to the highest forms. Type forms are studied in the field and laboratory. Field work is required. Special attention

is given to the study of animal life as related to agriculture.

Animal Histology—This work is given for ten hours per week during one semester and consists of a study of animal tissues and the methods of preparing the same for microscopical study. Special attention is given to ectodermal, entodermal and mesenchymatous structures of the vertebrates and their relation to human anatomy and physiology.

Physiology and Hygiene is offered for five hours per week during one semester. Experiments and dissections are carried on with as much detail as is necessary to get an insight into the vital processes of life. Hygiene is made an important part of the work.

Review Physiology—This is an advanced physiology course required of all Normal students taking the Intermediate and Advanced courses. Much time is given to methods of teaching the subject.

Bacteriology—This course is a specific study of bacteria, yeasts and molds in the home. A study is made of the general nature of molds, the conditions favoring mold growth, the decay of fruit, useful molds and mold diseases. Yeasts are studied as to their distribution, the various kinds of yeasts used in a household, bread making and fermented liquors. Bacteria are studied as to their general nature, bacteria which live upon dead matter, the preservation of food and the process of canning, ptomaine poisoning, disease bacteria, prevention of the distribution of contagious diseases, and disinfection and disinfectants.

Astronomy—This subject is given five hours per week for one semester. Astronomy is taken up under the following heads: The doctrine of the sphere, astronomical instruments, problems of practical astronomy, the earth, the moon, the sun, the sun's light and heat, eclipses, the planets, comets, meteors, stars, the light of the stars and aggregations of stars.

The student of astronomy must expect his chief profit to be intellectual in the widening of his range of thought and conception, in the pleasure attending the discovery of a simple law working out the most complicated results, in the delight over the beauty and order revealed by the telescope in systems otherwise invisible, in the recognition of the essential unity of the material universe, and of a kinship between his own mind and the infinite Reason that formed all things and is immanent in them. It is not likely that great inventions and new arts will grow out of a study of the laws and principles of astronomy, such as are continually arising from physical, chemical and biological discoveries, yet astronomy is far from a worthless science. The art of navigation depends for its very possibilities upon astronomical prediction. The science also has important applications in the survey of extended regions of country and the establishment of boundaries, to say nothing of the accurate determination of time and the arrangement of the calendar.



IN THE BIOLOGICAL LABORATORY



IN THE ART STUDIO

Geology—The work in geology is given for five hours per week during one semester. As much field work is done as the region will permit. Geology is studied under three heads—dynamical, structural and historical. Under the dynamical geology are studied the various agencies which are now producing structures, such as the atmospheric, aqueous, organic and igneous. Under the structural geology are studied the general form and structure of the earth; stratified, unstratified, igneous and metamorphic rocks; the structures common to all rocks, and general erosion. The work in historical geology is given to a study of the various geological periods—the archæozoic, paleozoic, mesozoic, cenozoic and the psychozoic. In the study of the various periods special attention is given to the economic geology.

AGRICULTURE

General Agriculture—This is a half year course offered each semester. It deals in a general way with the various phases of agriculture and is made as practical as possible. The department has an excellent laboratory for this work—with soil exhibits, grain exhibits, fertilizer exhibits, seed exhibits, window boxes, etc. Laboratory work to illustrate text book and lecture work is a feature. Seed germination, soil study, cereal study, seed identification, milk testing, poultry culture, insects, plant study, etc., are all emphasized as far as time will permit. This affords an excellent basis for the rural school teacher who wishes to correlate nature study with the regular school subject.

Plant Breeding—A course designed to familiarize the student with methods of crossing and selection and plant improvement in general. A general study is made of the work of the Department of Agriculture in the various phases of improvement which it carries on. Each student is required to fully work out a correlation problem. Text—Bailey's Plant Breeding.

Plant Husbandry—A course dealing with cereal and forage crops, with especial work in seed testing, germination, judging, etc. Especial attention will be paid to South Dakota varieties.

Advanced Courses—Arrangements may be made for advanced courses in Soils and Fertilizers, Climatology, Animal Husbandry, etc., if there is a sufficient demand for such subjects.

PHYSICS AND CHEMISTRY

Work in physics has often been declared too hard for any except one especially skilled in mathematics. The new Sliderule Science system, which makes use of a chart, so simple and comprehensive in its operation that the numerical side of the subject becomes at once easily understood, completely removes this complaint against physics. This means that many heretofore debarred from

enjoying the benefits of a thorough course in physics may now elect the subject without any apprehensions on account of a supposed lack of native mathematical ability. Boys and girls alike may find in their study of physics excellent opportunity to expand and ever increase their experience, for physics is one of the great fundamental sciences and is filled with interesting experiments and useful things which find application in every department of life.

The physics department is well equipped with apparatus so that the lectures can be thoroughly illustrated with interesting experiments, by means of which the student's personal experience with things helpful in his every day life is ever increased.

Two full year courses are offered in physics. Physics I is in general qualitative while Physics II is intended to cover the same departments of the subject in a more exact and quantitative manner. Physics I lays the foundation while Physics II builds upon this the more detailed superstructure. The second course is for teachers and artisans who wish to teach the subject or use it in their trades.

The several courses offered in chemistry are adapted as far as possible to supply the needs of each individual student. In the latter part of the course after the working principles of chemistry are understood the student may investigate chemical problems along the line of metal handicraft, electro-chemistry, or other subjects in which he may have special interests.

Physics I is offered for ten hours per week during two semesters. Laboratory work is carried on, supplemented by work in textbooks and lectures. The properties of matter, mechanics of solids and fluids, heat, light, sound, magnetism, and electricity are studied. One of the objects of the course is the practical application of the physical laws as shown in the city waterworks, transmission of power, electric plants, electric bells, the telephone, the telegraph, X-ray, etc. In mechanics of solids and fluids, the fundamental principles and laws of machines and fluid pressures are studied by building upon common knowledge of everyday things.

The subject of heat is unusually full of principles having practical applications. Light is interesting from the experimental point of view. The eye, its structure, care and treatment; optical illusions in art and drawing, photography, commercial color photography, Ives' three color process, and color mixing are some of the interesting and practical fields for experiment in the subject of light. The music slide rule as a very simple and easy means of learning all the elements of music so that anyone, talented or not, can readily master the science of music, makes the subject of sound in the pupil's courses of vital interest and importance. No expense has been spared in making the equipment for the study of magnetism and electricity everything that could be desired. From as simple an element as a bar of iron or a coil of wire, most of the electrical appli-

ances such as the motor, dynamo, etc., are actually built up by the student and put into practical operation. Frequent visits are made to the factories, mills and electric plants of the city.

The first part of the year is devoted to the study of fundamentals of the subject. Then each student is allowed to independently develop some special line of study in which he or she is especially interested. Physics is so rich in themes of every kind that the student can easily find some good thesis and as this original work develops it becomes more and more fascinating and enjoyable.

Physics II—This course is given for ten hours per week for two semesters. It is open to all students who have had work in Physics I and have had advanced mathematics.

The first semester is given to a study of mechanics, sound, and light. Under mechanics a study is made of kinematics, kinetics and the mechanism of fluids. A study is made of the nature and motion of sound and the physical theory of music as an easy and absolute key to the thorough understanding of the science of music. In light, a study is made of its nature and propagation, reflection and refraction, photometry, dispersion, interference and diffraction, color and polarized light.

The second semester is given to a study of heat, electricity and magnetism. A study is made of the nature of heat, temperature and its measurements, expansion, fusion, vaporization, transmission of heat, radiation and absorption, thermodynamics and the kinetic theory of gases. Under electricity and magnetism a study is made of electric charges, electrification by influence, electrical potential, capacity and condensers, atmospheric electricity, voltaic cells, electrolysis, Ohm's law and its application, thermal relations, properties of magnets, magnetic effect of currents, electro-dynamics, electro-magnetism, dynamos and motors, electric oscillations and waves, and the essential principles of wiring and electrical installations.

Throughout the course, as far as consistent with good progress in the science, opportunity is offered the student to work out ideas along lines in which he is most interested.

Chemistry I is offered in our courses for ten hours per week during two semesters. The principal chemical elements, with their common compounds, are studied. About three weeks are given to volumetric analysis. The aim is to familiarize the student with the composition and character of the common substances with which he is already acquainted. The class is given access to an unusually large variety of chemicals, the every day handling of which brings the student to know a great many of the common substances and their practical uses. To further emphasize the practical side of the work, visits are made to the mill, creamery, candy factory, gas plant, wholesale drug house and other places of interest.

Chemistry II—Qualitative Analysis. This course is given for

ten hours per week through two semesters. The work is open to students who have completed Chemistry I. The work consists of the study of the action of reagents on solutions of the metals, the identification of metals and their components by an examination in solutions or in dry condition.

Inorganic Chemistry—This course practically coincides with the first half of Chemistry I and during that time the work of the two classes is in common.

Organic Chemistry—This study co-ordinates with Inorganic Chemistry and adapts itself to the needs of those interested in foods and that side of Chemistry outlined in the Chemistry of Foods course to which this work leads.

Practical Problems in Physics and Chemistry—The study of agriculture involves to a greater or less degree, nearly all of the sciences, particularly physics and chemistry. In this half-year course the aim is to confine the work to those principles and experiments in physics and chemistry which more especially bear upon the work of agriculture. Fertile and arid soils, fertilizers, moisture and its conservation in the soil, foods and rations for man and animal, nitrogen and carbon cycles, seeds and their ferments, and testing of milk and other common foods are some of the topics considered. Experiments are carried on in the chemistry and in the physics laboratories according to the needs of the work.

Chemistry of Foods—This course is a continuation of Organic Chemistry. It calls for ten hours per week and continues throughout one semester. The work consists of the study of the composition of foods, the chemistry of their preparation and the physiological chemistry of their digestion. The work is a continuation of the organic side of Chemistry I and gives a study of the preparation and properties of many of the common organic substances useful in the household. The work in physiological chemistry consists of that which will add to the student's understanding of human physiological processes, such as digestion, action of yeast in fermentation, chemical side of bread making and the chemical changes in foods. Special attention is given to the application of the principles of physiological chemistry, together with identification of food substances and adulterations.

The Arithmetic of Practical Science. (Mondays from 11:00 to 12:00.) This is a special course open to all in the school who would like to know more about the psychology of number and learn how all the rules of scientifically applied mathematics from addition and subtraction to calculus can be so crystallized into one simple working plan that anyone can master all the practical college-physics calculations as far as they are helpful in solving the problems in everyday life. In this course a new method which brings practical mathematics under the absolute control of one

simple principle will be thoroughly explained and elaborately illustrated by charts and lectures. This new method teaches one how to get results with the least possible amount of memory effort and is the only method which gives a universal plan of mastering the calculations of applied science. The object of this special short course is to teach the science and use of correct weights and measures, to place students in touch with the scientific literature and language of artisans, to teach the art of calculation and to encourage and stimulate as far as possible a desire for intellectual conquest.

ENGLISH

The work offered in the department of English aims to cultivate ease and correctness in oral and written expression and to create a true appreciation for the best literature. In the elementary courses greater stress is laid on theme writing, and in the advanced courses the student is trained to exercise his critical ability in judging the classics and to consider them in relation to the tendencies of the period to which they belong.

Reading and Grammar—Five hours each week during the second semester are given to this work. Four hours a week will be devoted to a thorough review of grammar and the elementary principles of composition, with one or more written themes each week. One hour each week the students will study reading with a view of increasing the vocabulary and gaining power to interpret literature by oral expression.

Review Reading—This is a study in thought getting and thought relations. Interpretation and ability to give the thought clearly and directly to another are taught and the methods used in teaching the subject are freely discussed.

Review Grammar—This is a short course in English grammar planned for those who expect to teach. The course is arranged to make the review a new view as far as possible by basing grammar on logic. While emphasis is thus placed upon the logical aspect of grammar it is not the intention to ignore the historical phases of the subject. This course is given during the second semester.

Debating—This is a course dealing with the various forms of argumentation. Debates are held from time to time in the class and inter-school debates are arranged during the year with nearby schools. A study is made of the important debates in our nation's history.

In addition to the foregoing, the following English courses are offered:

I—Five hours a week throughout the two semesters are devoted to this course. Three-fifths of the time is given to grammar and composition, and two-fifths to the study of literature. A brief review of the principles of English grammar is followed by a

study of the simpler principles of rhetoric, as paragraph structure, unity, and coherence. The simpler forms of narration and description are studied, one or two themes being required each week, with careful revision after the instructor has suggested corrections. The literature in this course is chosen with a view of interesting the student and teaching him how to read sympathetically. Dickens' "Christmas Carol," Warner's "In the Wilderness," Eliot's "Silas Marner," Cooper's "Last of the Mohicans," and Stevenson's "Treasure Island" are used as supplementary reading.

II—Literature in connection with composition and rhetoric is offered in this course, five hours a week for the first semester being spent in the study. Two-fifths of the time is devoted to rhetoric and composition, and weekly themes emphasizing paragraph structure, coherence of paragraphs, and the principle of emphasis are required. In addition to description and narration, some practice in expository writing is given. The classics chosen for this course are by American authors and include Franklin's "Autobiography," Hawthorne's "Twice Told Tales," and Irving's "Sketch Book." The collateral reading consists of three books by American authors, and the student is required to submit a note book of outlines on this reading.

During the second semester the work in composition and rhetoric is continued and the history of American literature is studied. One-fifth of the time is devoted to the rhetoric and theme writing and four-fifths to the study of Newcomer's "American Literature" with the use of Long's "American Poems" as illustrative material. The prose is given largely as outside reading with the notebook of outlines as in the first semester.

III—In this course the history of English literature is taken up five hours each week during the entire year. It comprises a general view of English literature—a course designed as a foundation for more careful and detailed study. The text used is Halleck's "History of English Literature," and various classics, which illustrate each period are considered. Baldwin and Paul's "English Poems" is used to supply a part of the material, and the remainder is covered by outside reading, consisting of four books, each semester with outline work. Also in class one play of Shakespeare and one novel are carefully studied to afford a guide for the collateral reading. Weekly themes on subjects of everyday interest, or fortnightly themes based on the literature are required throughout this year.

IV—Five hours of each week for the first semester are given to a careful consideration of the Shakespearean drama. This course includes a study of at least five plays with Woodbridge's "Drama: Its Law and Technique" as guide. Four tragedies and one comedy comprise the class work, and collateral reading con-

sists of eight Elizabethan plays, five by Shakespeare, and three by his most noted contemporaries. The only themes required in this year's work are critiques on subjects chosen from the plays read in class or collaterally.

The second semester is devoted to a thorough study of the Essay and the Oration. Two-fifths of the time is given to the writing of orations and arguments, each member of the class being required to write two orations and two arguments of at least 1200 words each. The literature is selected from both English and American writers and includes Emerson's "American Scholar" and "Self Reliance," Burke's "Conciliation with America," Webster's "First Bunker Hill Oration," and Washington's "Farewell Address." A detailed outline of selections considered is prepared by each student. The outside reading comprises six or more essays and orations with outlines.

V—This course is designed to take up a thoughtful study of advanced rhetoric and composition and will be continued through the entire year, five hours each week being given to the work. Its aim is to develop a command of clear, serviceable English and to encourage individuality in each student. A consideration of the general principles which govern prose composition is followed by detailed study of narration, description, exposition, and argumentation. For illustrative material the work of the best modern authors is analyzed in class, and for application of the principles studied, bi-weekly themes of two or four hundred words and four long themes of one to two thousand words are written by each student and are carefully revised after personal conference with the instructor. The texts used are Baldwin's "Composition," Carpenter and Brewster's "Modern English Prose," and Perry's "Argumentation."

VI—This is a five hour course which includes a study of the development of American literature with especial reference to its relations to the political and social life of the nation. Extensive readings in the prose and poetry of the creative period, with frequent reports on assigned topics, are required. This course is designed to be of practical value to prospective teachers of literature. Lectures will be given on the principles of literary criticism and their application to masterpieces presented in High School work. Prerequisite, English II.

LATIN

Six courses are offered in Latin, each continuing throughout a year.

I—Beginning Latin. Drill in forms, vocabulary and elementary principles of syntax. The Roman pronunciation is used.

II—Caesar with prose composition. The first four books of Caesar's Commentaries or an equivalent are read. Grammatical

structure is emphasized. Attention is also paid to the historical and geographical setting of the matter studied.

III—Cicero with prose composition. The four Catilinarian orations, the Archias, and the Manilian Law are read and made the basis for composition. The oration on the Manilian Law is carefully studied as a model of a perfectly constructed deliberative oration. Cicero as a statesman in relation to the life of his time is studied.

IV—Virgil. Mythology and literary workmanship receive attention in connection with the reading of the first six books of Virgil's great epic. A Senior review in composition is given during this year.

V—Livy, Cicero, Plautus and Terence. Books XXI and XXII or selections from Books I, XXI and XXII, are read and in connection a brief study is made of the conflict for supremacy between Rome and Carthage. Cicero's relation to his time as both philosopher and statesman receives attention in connection with the reading of the *De Senectute* and the *De Amicitia*. The *Captivi* of Plautus and the *Phormio* of Terence are read as examples of Roman comedy.

VI—Horace. Selections from the Odes, Satires, and Epistles. A history of Roman literature with representative selections.

GERMAN

I—The work of the first year comprises a study of nouns, adjectives, prepositions, verbs, pronouns, conjunctions, and elements of syntax. Short stories are read and poetry is committed to memory. The students are drilled in composition and conversation.

Grammar: Essentials of German (Vos).

Composition: Composition with Grammar.

Reading: Selections from Guerber, Spyri, and Storm.

II—The aim during the first two years is to enable the student to carry on a simple conversation easily, write letters in easy prose and read ordinary German intelligently.

Grammar: Reviewed and completed.

Composition: Bernhardt.

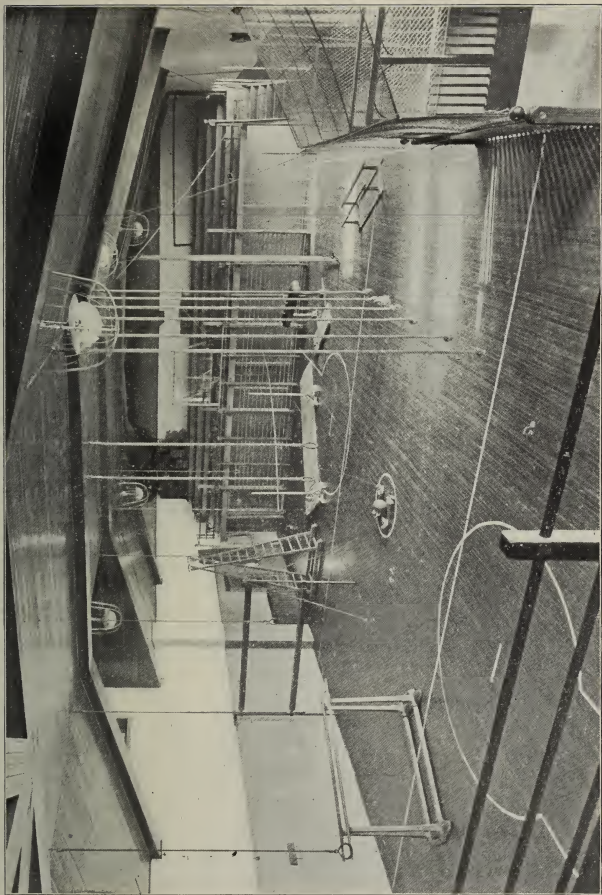
Reading: Wilhelm Tell, and stories selected from Zschokke, Storm, Hillern, and Heyse. Sight translations from various authors. Extracts from famous authors are memorized.

III—During the third year a general review of grammar is given. Also special study of syntax, composition and memory work is continued. Letter writing is introduced.

Composition: Wenckebach, Vos and Pope.

Reading: Some of the following: Karl Heinrich, Die Jungfrau von Orleans, Maria Stuart, Die Journalisten, Undine, Aus dem Mittelalter, Minna von Barnhelm, Der Schwiegersohn.

IV—Goethe, Schiller, Lessing. Life and works.



THE GYMNASIUM



(a) CEDAR CHEST



(b) PROBLEMS IN TURNING

Some of the following are read: Herman und Dorothea, Wallenstein, Nathan der Weise, Egmont, Der dreissigjahrige Kreig, Dichtung und Wahrheit, Goetz von Berlichingen, Iphigenia, Buchheim's Lyrik, Buchheim's Balladen, Lichtenstein.

Composition: Letter writing; committed production.

V—Goethe's Faust, Oehlenschlager's Correggio, Modern fiction.

FRENCH

The plan of work in the French is similar to that in the German.

I—Grammar: Fraser and Squair.

Prose composition: Francois, Part I.

Reading: La Tache du petit Pierre, Abbe Constantin, Le Voyage de Monsieur Perrichon.

II—Grammar: Fraser and Squair.

Prose Composition: Francois, Advanced Composition; Abbe Constantin.

Reading: Prepared and sight reading.

Texts are selected from the following: La Tulipe Noire, La petite Fadette, La Mare au Diable, Histoire d'un Homme du Peuple, La Prise de la Bastille, Une Semaine a Paris, Le Monde on l'on s'ennuie.

III—Grammar: Bruce.

Prose composition: Le Siege de Paris, letter writing.

Reading: Prepared and sight reading taken from the following texts: Le Siege de Paris, La Princess de Cleves, Mme. de La Fayette, Le Philosophe sous les Toits, Les Precieuses Ridicules, Les trois Mousquetaires, Jacques.

IV—History of the development of the French drama. Selections are read from works of Corneille, Racine, Moliere.

History of the development of the novel of the seventeenth, eighteenth and nineteenth centuries. Selections are made from the works of Rousseau, Voltaire, Mme. de Stael, Victor Hugo, Alfred de Vigny, and Anatole France. Study of French life, art and institutions.

MANUAL AND INDUSTRIAL ARTS

The department of manual and industrial arts gives instruction in manual training, drawing, designing, and painting to students of the normal school and to students preparing to teach the manual and industrial arts. These courses are open to both young men and young women. Instruction is also given in shopwork, drawing and designing to young men who desire responsible positions in industries where both the theory and the practice of the mechanic arts are required, and in special industrial courses to young men who are unable to take the full mechanic arts course,

but desire practical training in the various trades.

Equipment—The first floor of the mechanic arts building contains shops for woodwork, pattern making, metal work, machine work, forge work, foundry work, and a locker and wash room. The second floor contains a drafting room, a display room, a demonstration room, and a gymnasium.

The woodwork shop is equipped with a power grindstone, a thirty-inch band saw machine, a combination rip and crosscut saw machine with a horizontal boring attachment, a jointer, a twenty-inch swing pattern making lathe, five ten-inch swing pattern making lathes, and twenty-five benches supplied with individual tools. Connected with this shop are a lumber room, a room for unfinished work and a tool room well equipped with general tools. Power for this shop is furnished by a ten horse power electric motor.

The metal working and machine shop contains three ten-inch swing hand lathes, one twelve-inch swing lathe with taper attachment, two twelve-inch swing quick change engine lathes, two fourteen-inch swing quick change engine lathes, two ten-inch swing engine lathes, one sensitive drill press, one fourteen-inch drill press with automatic feed, one universal milling machine, one universal cutter and tool grinding machine, one wet grinder, a power hack saw, a shaper, one gas forge for annealing and tempering, benches and vises for hand work, and drawers for individual tools. The tool room connected with this shop is fully supplied with all necessary measuring, marking and machine attachments, and with numerous small tools. Power is furnished by a ten horse power electric motor.

The forge shop is equipped with twenty-four Buffalo down draught forges, a portable forge, bar shears for cutting stock, a power hammer, a post drill, an emery grinder, anvils, vises, benches, swing and hand hammers, fullers, swages, punches, chisels, tongs and all tools needed in general forging. The blast is supplied by a twenty-four inch blower and an exhaust drawn by a sixty-inch steel fan. Power for these is supplied by a twenty-five horse power electric motor.

The foundry is supplied with a twenty-inch cupola, a core oven and the necessary riddles, rammers, slicks, shovels, trowels, and the like. The blast for the cupola is furnished by an eighteen-inch fan driven by a five horse power electric motor.

The demonstrating room on the second floor is equipped for demonstration work and also for classes in manual training and applied design. The equipment consists of benches, vises, and small tools for work in leather, art-crafts metal work, applied design, and elementary manual training.

The drafting room on the second floor is large and well lighted. It is equipped with drawing tables, cases, instruments, drawing boards, paper cutter, and a blue printing outfit.

Woodwork—The work during the first semester is designed to give thorough training in the adjustment, use, sharpening and care of the ordinary bench tools. The exercises include instruction in squaring, gaging, sawing, boring, planing, chiseling, modeling, carving, fitting, gluing, sandpapering, and finishing in the construction of articles useful for the school or for the home. During the second semester in addition to the use of bench tools, instruction is given in the use, care and adjustment of woodworking machinery. The work includes projects for the school such as work benches and drawing tables. During the latter part of the course the students are given opportunity to construct pieces of furniture such as tables and chairs from working drawings made by themselves in the drawing class. Throughout the course one class period a week is devoted to the study of such topics as bench tools; woodworking machinery; timber, including growth, milling, uses, strength, method of finishing, etc.; the carpenter's square; and kindred subjects.

Elementary Woodwork is planned to prepare the student to handle the woodwork classes of the sixth, seventh and eighth grades and includes the making of a series of projects and the proper methods of presentation.

Cabinet Making—This course is for advanced students who have completed first year woodwork or an equivalent and includes instruction in furniture design, proper methods of finishing the different kinds of wood used for furniture, and interior woodwork, upholstery, wood carving, adjustment, sharpening, and use of woodworking machinery, saw filing, apparatus making, and the construction of wooden furniture, having as its leading characteristics simplicity, durability, beauty, and usefulness.

Joinery—The work is a Normal course planned for the first year of High School and includes a series of joints that are necessary in carpentry and furniture construction.

Wood Turning—The work in wood turning includes instruction and practice in the use of the wood lathe in practical turning between centers, chuck and ornamental turning and careful training in the use of turning tools such as gouges, skew chisels, nosing tools, parting tools, calipers and dividers. Particular attention is given to beauty of outline, exactness in size and finish of work.

Pattern Making—Practice is given in the use of general woodworking machinery, such as the hand planers, circular and band saws, boring machine, wood lathe, and bench tools, and in the preparation, cutting, and gluing of stock used in the making of patterns and the necessary core boxes of pipe fitting, pulleys, machine parts, and in the making of patterns for machines needed in the shops.

Metal Work—This work includes the use of bench tools, the hand lathe, drill press, metal saw, grinder, and the forge in the con-

struction of the projects such as tool makers' clamps, calipers, dividers, plumb bobs, scribes, combination bevels, punches, chisels, hammers, etc. The making of these articles involves such processes as chipping, filing, turning, sawing, grinding, polishing, riveting, threading and forging, and includes work in cast iron, machine steel, tool steel, and brass. This course is a preliminary to the regular machine shop course.

Forging—Instruction is given in the building and care of fires; the use and adjustment of tools; the study of materials worked, and explanation of the proper methods of treatment; practice in drawing out, upsetting, bending, twisting, forming, fullering, swaging, punching and welding, including methods of scarfing for the various welds. The exercises include simple forging, chain making, hooks, bolts, and general forge work; working steel in tool making; hardening and tempering; annealing. In order to gain a broader knowledge of the metals than can be acquired at the forge a study of the composition, uses, and method of manufacturing will be taken up from time to time.

Foundry Practice—This course includes instruction and practice in charging the cupola furnace, pouring off heats, tempering the sand, moulding in green sand and loam, and core-making. Some of the patterns made in the shops are used and the product from the foundry is worked up in the machine shop. Visits are made to local foundries for study of practical shop methods.

Machine Shop Practice—The work includes bench and machine practice. Beginning with the care and use of the tool with which he is to work, the student is carried through the various operations of machine shop practice. The course consists largely of exercises, in the beginning, designed so as to teach the student a variety of tool operations, and the manipulation of the machines for the different kinds of work. The exercises are chipping, filing, centering, squaring, straight taper and ornamental turning, outside and inside thread cutting, shaper work, and the use of the milling machine in cutting bolt heads, gears, etc. The last part of the course is given to tool making, as taps, dies, reamers, cutters, etc.

Machine Construction—In this course the student is given practical training in working out machine parts, and in assembling, erecting, finishing, and adjusting complete machines. The repairing and adjusting of the machinery of the shops is a part of the work of the course. Since several of the courses given in the catalogue include machine shop practice, the work in the shop will be so arranged as to meet the requirements of each course, where this adjustment is possible. Much of the knowledge the student should acquire cannot be gained from the shop alone so to fill in this gap machine shop theory constitutes a regular part of this course.

Teachers' Manual Training—This course is planned primarily

for teachers. The aim will be to present the essentials of several handicrafts which may be taught in the elementary schools without special equipment. It includes sand table projects, clay-modeling, textiles, basketry, raffia work, paper and cardboard construction, block printing, stenciling, metal work, leather tooling, elementary book binding, knife work in wood, and in the use of native material such as corn husks, grasses, and wild grape vines. Drawing is emphasized and many original designs are required. One class period each week is devoted to the history, literature, and organization of manual training.

Organization of Manual Training—This includes the history of the development of manual training in the United States and in foreign countries; a study of equipment, the planning of a shop, making drawings showing the arrangement of rooms, placing of equipment and estimates of cost; and the planning of courses of study for the elementary and secondary schools.

Freehand Drawing—The object of this subject is to train the hand and eye to act in unison, to develop and sharpen the faculty of observation, and to give the student work of a practical nature that will be useful to him in his shop practice. The course includes a study of perspective principles as found in geometric solids and simple machine parts, orthographic projection to enable the student to read blue prints and make working drawings for his projects in woodwork; furniture design, including general lines, proportions, construction, and decorative features; nature drawing, landscape composition and design. The mediums used are pencil, pen, brush, ink and water colors.

Mechanical Drawing I and II—The work includes the use and care of instruments, geometric drawing, conic sections; orthographic, isometric, and cabinet projection; developments; intersections; working drawings; tracing and blue printing; spirals; helices; screw-threads; bolt heads; and working drawings of machinery. A small rental for the use of instruments will be charged.

Architectural Drawing—This course consists of instrumental and freehand drawing, plans, elevation and details of frame, brick, stone and cement construction; freehand and instrumental perspective; specifications, tracing and blue printing. Visits are made to buildings during their erection to study methods of construction.

Design—This course includes training in the general principles of design, color harmony, and applied design. These principles are illustrated by exercises in design, including drawings for wall-papers, book covers, stencils, wood-block printing, stained glass, pottery, leather work, metal work, furniture, etc. As a part of this course instruction is given in hammered, raised, and chased metal work, leather tooling, and other art-crafts.

Machine Drawing—The work comprises instruction and prac-

tice in freehand technical sketches of machine parts and complete machines. Practical application of the principles of projection are obtained by making working detail and assembly drawings of machinery from measurements, from technical sketches, and from blue prints.

Literature of Manual Training—Literature pertaining to the various phases of manual training and industrial work is carefully studied and the student becomes familiar with the methods advocated by noted teachers and follows the new theories advanced. Written and oral reviews of books and magazine articles are required.

HOUSEHOLD ARTS

The course in household arts aims to make the student familiar with the best and most economical methods of home making and housekeeping and trains students to teach household arts.

The course of study includes cookery, advanced cookery and serving, dietetics and invalid cookery, sewing and drafting, dress-making, art needle work and textiles, physiology and home nursing, household management, organization and equipment, art decoration, food study, general science, observation and practice teaching and professional subjects.

Cookery—This course includes lectures and laboratory practice in the care of the kitchen and its furnishings; the principles of cookery; the selection and combination of foods for the body; food production and manufacture; and the preservation of foods.

Advanced Cookery and Table Service—This course provides for the planning of menus and the preparation of meals to be served by the members of the class; in table service, the intelligent buying of glass, china, and linen is considered; the laying of the table including decorations; serving of breakfasts, dinners, luncheons and teas; suitable dress; and the care of the dining room and pantry.

Dietetics and Invalid Cookery—Dietetics is studied in order to understand the relation of food to the body in health and disease and to teach the scientific principles underlying food preparation and their practical application to the needs of the body. Diets for different diseases are studied, also the feeding of infants and young children. In invalid cookery the principles of dietetics are developed and the food values of ordinary foods are determined. Elementary chemistry is a prerequisite to this course.

Sewing—This subject provides a practical course in the elementary phases of needle work, beginning with the simplest forms and leading to the making of appropriate wearing apparel. The work of the first semester includes the use and application of the eighteen primary stitches employed in handwork and implements necessary for sewing.

Drafting—The Snow system of cutting and drafting is used; a suit of undergarments and a wash dress are made. The student is taught the use and care of the sewing machine.

Dressmaking—The purpose of this course is to teach the art of dressmaking. This includes the drafting and designing of patterns, also the cutting and making of dresses. The use of copyrighted patterns is considered.

Art Needle Work—It is planned to give a knowledge of design and its application, also to give skill in fine needle work in the making of garments and household furnishings. The following lines of work are taught: Design as applied to material and its adaptation to particular kinds of needle-work; and needle-work stitches, as hemstitching, fancy darning, applique, cross stitching, scallops and dots, eyelet embroidery, French embroidery, drawn work and crocheting.

Millinery—The purpose of millinery is to develop skill in the handling of materials and to create a taste in their selection. Fall and spring millinery includes frame making, remodeling an old hat, making a new one, renovating and cleaning velvet, felt, feathers and ribbon.

Design—For a description of this course see department of Manual and Industrial Arts.

Textiles—In this course provision is made for a study of the development of industries pertaining to the domestic arts; viz., weaving, spinning and a closer study of the four textile fabrics—cotton, wool, flax and silk. This study includes a discussion of fibers; methods of manufacturing; the process of weaving, and dyeing; and selection of materials according to their wearing qualities and suitability for garments.

Physiology—The purpose of this course is to teach the functions of the various organs of the human body with special reference to the physiology of nutrition and the maintenance of a healthy organism.

Home Nursing—In this course, the students are taught the home care of the sick; the location and care of the sick room; what to do in case of accident until the doctor comes and how to assist him, and the uses of a few simple remedies.

Household Management—Under this head various topics are considered, as house sanitation, cleaning and cleaning agents, care of materials, relation of income to expenditure, the systematic arrangement of household duties, and business methods.

Organization and Equipment—This course has as its aim the working out of the relation of the domestic science subjects to the home, the organization of a course of study, and a careful consideration of equipment.

Food Study—The design of this course is to give a knowledge

of the food stuffs and to show how dietary conditions may be improved. This leads to intelligent selection, combination and preparation of foods add to a thorough understanding of physiological requirements of food in the body.

Cooking Uniform—Each student is required to wear when cooking a plain white or light wash waist and provide a large apron (style 7034 of the Standard Patterns), at least and two holders and two hand towels eighteen inches square.

INSTRUMENTAL AND VOCAL MUSIC

The Pianoforte

To become a good pianist, one must learn by a correct method, and between correct and thorough instruction from the hands of an experienced and accomplished teacher and the indifferent and harmful instruction of a novice there is a wide gulf which is readily observed by results. Often a musical student's progress is ruined by incompetent teaching. The method of piano instruction followed in this school is that sanctioned in the best conservatories and musical colleges of America and Europe. This system, while it affords the most careful training of the hand, giving it a perfect technique which enables it to execute the most difficult passage with ease, at the same time pays particular attention to the development of a healthy musical taste and leads the intellect to an appreciation of the highest range of musical art.

Course Leading to Graduation—Pupils in order to graduate must pass an examination in Harmony and History of Music, and complete the full prescribed course. This is of three years' duration and the practical requirements are as below stated. Pupils on entering the school are not required to go through the lower grades when capable of entering a higher one. The course is very thorough and comprehensive, and gradually leads the student up to a high state of perfection.

First Year—In this year the greatest possible care is taken to lay a sound foundation for the eventual development of a perfect technique. The pupil is carefully and judiciously led through a course embracing not only the usual technical exercises, but is taught "how to practice" and the greatest attention is given to expression, fingering, time, touch, etc.

Selections to be made from the following: Cornelius Gurlitt's Pianoforte Tutor; Kohler's Pianoforte Tutor; Kohler's Easy Studies, Op. 151; Czerny's First Instructor, Op. 599; Doring, Op. 38, Part I; Duvernoy's Ecole Primaire, Op. 176; Ravina Etudes.

Technical studies used through the entire course: Germer, Czerny, Manewein, Plaidy, Zwintscher, and Schytte School of Modern Piano Playing.

Pieces by Schumann, Gurlitt, Hunten, Burgmuller, Reinecke,



A DOMESTIC SCIENCE GROUP



SENIOR COOKING CLASS

Latour, Kullak, Dussek, Heller, Kuhlau, Clementi, Gade, Bennett, Kohler, Bach, Volkmann, Beethoven, Ravina, Haydn.

Examinations:

(a) Performance of two solos from list, one to be a Sonata or an easy Sonata.

(b) Three studies from list and finger exercises from Plaidy and Zwintscher.

(c) Sight reading.

(d) Major, Harmonic, Minor and Melodic scales.

(e) Questions on the rudiments of music.

Second Year—Selections from the following:

(a) Duvernoy Studies, Op. 38, Book 1; Biehl, Op. 31, 2 books; Kohler, Op. 50; Loeschorn, Op. 65, Book 1.

(b) Doring Studies, Book 2; Czerny, Op. 500; Finger Exercises (Ed. Peters); Bertini, Op. 100; Loeschorn, Op. 65, Book 2.

(c) Doring Studies, Book 3; Czerny, Op. 365; Bach, Small Preludes (Peters); Schmidt, Op. 65, Book 3; Heller Studies, Op. 45, 46, 47.

Pieces by: Kuhlau, Kullak, Clementi (sonatinas), Beethoven, Couperin, Durand, Dussek, Gade, Mendelssohn, Mozart, Reinecke, Ravina, Schubert, Schumann (Album Op. 68), Volkmann, Salon, Album (Ed. Peters, 764, e; 764, m), Loeschorn, Romantisches.

Ensemble playing.

Examination:

(a) Performance of a classical solo and one from modern school, above list.

(b) Three studies and technical exercises from the list.

(c) Sight reading of elementary character.

(d) Any of the Major scales in 3ds, 6ths, or 10ths in similar motion (single notes each hand), any of the Major, Harmonic, Minor, or Chromatic scales in similar and contrary motion.

(e) Arpeggios of Major and Minor common chords, (3 octaves).

(f) Questions in the grammar of music, phrasing, fingering, etc., d and e from memory.

Third Year—(a) Biehl, Op. 44, 2 books; Kullak (School of Octave Playing), Book 1; Czerny, Etude Velocity; Loeschorn, Op. 66, Book 1.

(b) Bach, two part inventions; Heller, Op. 45; Czerny, 6 octave studies; Berens, Velocity; Loeschorn, Op. 66, Book 2.

(c) Bach, Preludes and Fugues (Peters Ed.) 1st Book; Krause, Trill Studies, Book 2; Doring, Op. 24 (Octaves); Kullak, School of Octave Playing, Book 2; Loeschorn, Op. 66, Book 3; Heller, Op. 47; Cramer-Bulow Studies (as far as grade goes).

Pieces by: Mendelssohn, Mozart, Reinecke, Op. 183, 2 vols., (Ed Peters, 2198 a, b), Schumann, Gade, Raff, Haydn, Jensen,

Scharwenkt, Heller, Moskowsky, Hummel, Grutzmacher, Jadasson.

. Ensemble playing.

Normal Piano Course (one hour)—This course is designed to meet the needs of students who wish to become efficient and useful teachers. The following outline shows the nature of the work:

A piano teacher's equipment, necessary business rules and principles, lesson records, card system, relation of teacher to client and pupil, testing the ability of new pupils, the development of individuality, very first lessons, technic, rythm, melody, harmony, interpretation, relation of other fine arts to music, public performance, various student types, complete list of graded teaching materials through all grades.

Graduation—In order to graduate, the student must complete the foregoing course and pass examination in the following subjects or their equivalentts:

- (a) Easy transposition.
- (b) Accompaniment to a voice or instrument.
- (c) Performance of solo from memory (optional).
- (d) Harmony.

(e) Questions in History of Music, bearing chiefly upon the lives and works of the great composers and schools of music.

- (f) Ensemble playing.

Post Graduate Year, First Semester—(a) Czerny, Etude Velocity, Vol. 2 to 4 (Peters, 2404 b, d); Czerny, Op. 740 (Peters, 2408, a); Clementi, Preludes and Exercises, (Ed. Peters, 1101); Heller, Art of Phrasing; Clementi, Grades.

(b) Czerny, Tagliche Studies (Peters); Kullak, School of Octave Playing, Book 3; Aloys Schmidt, Op. 16, Book 2; Harerbier, Op. 53; Clementi, Gradus ad Parnassum.

(c) A. Schmidt, Op. 16, Book 3; Cramer-Bulow, selected studies; Harberbier, Op. 53 (continued); Clementi, Grades.

Pieces by: Mendelssohn, Mozart, Hummel, Tschalkowsky, Beethoven, Schubert, Schumann, Clementi, Haydn, Neimann, Silas, Moskowsky, Rheinberger, Saint-Saens, Scharwenka, Dvorak, Heller, Rubinstein, Handel, Gade, Brassin, Henselt, Scarlatti, Halle's School.

Second Semester—(a) Czerny, School of Velocity; Tausig, Daily Exercises; Moscheles, Op. 70, Book 2; Kullak, Octave Studies (continued).

(b) Tausig, Daily Exercises, Op. 70, Book 2; Mendelssohn, Preludes and Studies (Ed. Steingraber); Czerny, School of Virtuosity, Op. 365 (Bischoff); Scharwenka, Six Preludes.

Pieces by: Mozart, Weber, Beethoven, Raff, Jensen, Moskowsky, Schumann, Chopin, Bach, Hummel, Heller, Liszt, Chopin-Liszt, Scambatti, Moscheles, Reinecke, Greig, Wagner-Bendel, Hauptmann, Heller-Ernst, Halle's School.

Ensemble playing.

Examination—(a) Performance of three solos. One difficult classical solo, one modern school, and composition by Bach from above list.

(b) Three studies and technical exercises from list.

(c) Performance at sight of passage of more or less difficulty.

(d) Major, Harmonic, Minor, and Chromatic scales in 8ths, 3ds, 6ths, and 10ths in similar and contrary motion (ascending or descending).

(e) Arpeggios of common chords, Major, Minor, and of Dominant and Diminished 7ths with inversions.

(f) Questions on the grammar of music, including phrasing, intervals, fingering, etc., with knowledge of form of the pieces played, (d and e from memory).

(g) Advanced ensemble playing.

Of late it has become quite fashionable for the ladies to study this most beautiful instrument and everywhere now in the colleges of music in the large centers are seen large classes of lady violinists. The Northern Normal and Industrial School is the only institution in the city that is equipped for giving professional instruction on this instrument. The curriculum in this department is just as carefully prepared and thoroughly carried out as in the Piano department, and students are offered special inducements, after certain progress is made, in ensemble work.

The Violin department is under the sole control of the Director. The Orchestra, which meets for rehearsal regularly once a week, is open to all students of stringed instruments, free of charge.

Organ Course

Young ladies are everywhere assuming positions as church organists. This school offers every facility for the pursuance of a thorough and practical course on this "king of instruments," which equips students with every requirement, enabling them to undertake responsible positions. Besides acquiring a thorough mastery over the instrument, a complete knowledge of the details, etc., pupils are trained in accompanying the church service. Lessons are received upon a very fine tubular-pneumatic instrument. Pupils are required to have studied piano previously.

First Year—Stainer's Organ, Rink Organ, Best Organ, Lemmen's Organ, Schneider's Pedal Studies, Dudley Buck Phrasing, Clemen's Pedal Technique, Pedal Obligato Playing, Hymn Tune Playing, Interludes, Modulations and Registration (Elementary).

Second Year—Extended study of Registration; Preludes and Postludes, Bach Studies, Schneider's Studies, Dudley Buck Pedal Studies (Phrasing).

Third Year—Accompaniment solo voice, quartette, and choir, chant, mass, oratorio; organ solo, Sonata, etc., in every style; History of Organ; Classification of Organs, Improvisation.

Graduation—Thorough development of Technique; the advanced works of Bach, Thiele, Guilmant, Hesse, Merkel, Reinberger; adaption of Organ part from Oratorio score; Examinations in Harmony and Counterpoint; and satisfactory performance of comprehensive programs of sterling organ music and transcriptions of orchestral work for organ. Questions will be asked respecting pitch and quality of organ stops and also as to the principle of stop combination. Candidates will be asked to read at sight such music as is used for church service. Performance of three selected solos, one of which shall be composed by J. S. Bach, and the others from the different schools. A supplementary course in "choir training" may also be taken.

Vocal Training

All information appertaining to this branch of the art may be had on application, both with regard to the singing classes and private instruction. Especial attention is given to voice placing, tone production, interpretation, phrasing and enunciation.

Public School Music

It is the purpose of this school to give each student an opportunity to acquire sufficient technical knowledge to read all ordinary music at sight. Each class receives thorough drill in theory, sight-singing and ear training, followed by melody writing, harmony, musical history and the best methods of presenting music to all grades. The chorus period is always of special interest to each student, as the class is composed of the entire school, its object being to study four part music and compositions of our best song writers.

The following musical organizations are maintained: The Choral Society, the Glee Club and the Orchestra. Several concerts are given each year by the orchestra, Choral Society, and pupils of the Music Department.

Theoretical Department

Harmony, Counterpoint, Composition and Fugue—Special attention is given in the school to this all-important branch of musical study, a knowledge of which is necessary for a thorough appreciation of the works of the great masters.

First Year. (a) Rudiments of Music. (b) Harmony up to chords of the seventh and suspensions. (c) Harmonization of unfigured bases and melodies. (d) History of music up to the eighteenth century.

Second Year. (a) Harmony from the chord of the dominant

seventh. (b) Counterpoint up to four parts. (c) General history of music. (d) Form in composition.

Text Books—Chadwick's Harmony, Prout's Harmony, Macfarren's Harmony, Dr. Bridge's Primer of Counterpoint, Lewis' Counterpoint, Prout's Counterpoint, Anger's Form, Pauer's Form, Pratt's History of Music.

Ensemble Playing

The players of orchestral instruments receive ensemble training in the orchestra, where the best music is studied and played, vocal students do similar work in the Choral Society, and piano students get this necessary training through the course outlined below, and all students must receive ensemble playing before graduation. It is given free of charge to students taking the third year of the regular course and post-graduates are also required to continue the work, studying more intricate compositions, and through the playing of piano concertos with orchestral accompaniment; overtures and smaller compositions by the composers of the Italian, French and German Schools; Symphonic Works of Haydn, Mozart, Mendelssohn, Beethoven, Schumann, and Brahms.

Many people have the idea that this school of music is designed for advanced work in its several departments only. This is not true. The greatest care and attention is given to young students or "beginners." Especial care is given each young pupil and pains taken to form correct habits of study and sure technique.

Everyone who desires to study music will be made welcome and the best that the school can furnish is hereby most cordially extended to all who would learn more of the art.

A dozen pianos are included in the equipment of the music department and students are privileged to rent them for practice.

DRAWING

Instruction in art is considered of the highest importance by all progressive educators. It is important because it involves free, spontaneous expression through which the child's faculties are developed in a natural way. Art education sharpens the faculty of observation, stimulates the imagination, increases the power of creation.

Two courses are offered, one for Normal students meeting the requirements for the state certificate, the other an elective open to all students of the school who wish special training in drawing and painting.

Normal Drawing—The Normal art work aims first to develop technique, that is, the ability to express one's self with facility in various media, such as pencil, charcoal, crayon, water color and clay; second, to cultivate taste, the appreciation of works of art, through a study of form, color, composition and design; and third,

to prepare students for the teaching of drawing in rural and city schools, through a study of methods of presentation.

The scope of work includes representation, construction and painting of still life groups, such as plants, flowers, fruits and vegetables, vases and books; of life and action as the illustration of sports, games and all other activities; and of landscape, considering perspective, arrangement of composition, season of year, and time of day. A study is also made of the theory of color, as applied to the use of pigments.

Under construction and decoration, work is taken up which involves the application of principles of design to problems in weaving and basketry, paper and cardboard, stenciling, block printing, leather and metal work. Some instruction is given in mechanical drawing, enabling Normal graduates to teach simple working drawings in the grades.

Students have the opportunity of doing practice teaching of art work in the Training School. This will be under the supervision of the special art teacher.

Drawing and Painting—The purpose and scope of the elective course, though much the same as the Normal course, differs in that the professional side will be eliminated, more emphasis being placed upon the academic, that is, work in drawing, painting and design, for those wishing to study art for pleasure or profit.

Art Appreciation—This course consists of an appreciative study of the world's greatest painters and sculptors, and aims to give a general knowledge of the development of types of architecture.

PUBLIC SPEAKING

The work of the public speaking classes furnishes such instruction as will enable the student to intelligently interpret the printed page. The chief aim is to cultivate attention, awaken the finer instincts, stimulate imaginative thinking, and develop an appreciation of the beautiful in literature and life. Text books used are the "Evolution of Expression" series.

GYMNASTICS

The Swedish system of gymnastics is used and the exercises are intended to develop beauty of form, and to produce health and strength, and grace of body. The work will embrace free gymnastics, apparatus work, instruction in walking and standing, dumb-bells, Indian clubs, games, basketball and baseball.

Every girl in the Normal is required to take the work unless specially excused.

The students are marked upon the basis of attendance, effort and knowledge of the work given, and a passing grade is necessary for graduation.

Regulation gymnasium suits and shoes are required of all students.

BUSINESS DEPARTMENT

Our Aim—In maintaining a Business department the Normal is following a precedent which has been set by many of the leading schools in the country. Many of our larger cities have in the last few years established commercial high schools in recognition of the great and rapidly increasing demand for men and women with such a knowledge of modern methods of doing business as will enable them to hold responsible positions as bookkeepers, clerks or stenographers, or to assume the management of a business of their own. It is the experience of most business men that while it is very easy to secure stenographers who possess the requisite speed, it is an exceedingly difficult matter to obtain stenographers who combine this qualification with a thorough knowledge of English composition, and with such a general academic education as fits them to fill any positions but those demanding ordinary routine work.

It is the purpose of the Normal to admit to the Business department only such students as have a good grounding in the common branches. It is hoped that this department will prove especially attractive to students who have completed the course in some of our numerous high schools. The demand for competent stenographers and typists, as well as for bookkeepers who have had the equivalent of good high school training is far in excess of the supply.

Facilities—We believe that the facilities at the Normal for acquiring a thorough knowledge of commercial subjects are equal to those offered in the best schools of the country. In selecting teachers the Normal has sought to secure those having a thorough and practical knowledge of the subjects to be taught and possessing teaching and executive ability.

Mr. W. M. Oates, Secretary of the Normal, is director of the Business department. For some years he was registrar of the University of North Dakota, and later principal of the Aberdeen Business College. He is a graduate of the Gregg School, Chicago, and in addition to his business experience has spent six years in teaching.

In the large addition to the Central building, which was constructed during the summer of 1912, commodious quarters were reserved for the Business department. These rooms are specially arranged and furnished as to best meet the needs of the commercial work. In bookkeeping each student has his own desk and plenty of room to work with the large number of books and papers needed in this course. The typewriting room is supplied with a number of machines of the best standard makes. A well selected library of reference books on subjects of general accounting, bank-

ing, business law, commercial geography, etc., is at the service of students.

Bookkeeping—This course is designed to prepare for a business career. Our method of teaching is a happy combination of theory and practice, and the work is so real and fascinating that the student is interested from the start. The directions are clear and to the point. In the first part of the work the instructions are made out in full and all the student has to do is to follow the guide, thus avoiding the difficulties which so often discourage the beginner. Later on in the course he is thrown upon his own responsibility and proceeds by easy stages from the simple to the complex work until he has mastered the difficult principles of bookkeeping.

Gregg Shorthand—If one is planning to study the subject of shorthand, too much serious thought cannot be given to the question of which system to take up. Gregg shorthand is easier to learn than the Pittman or Graham systems, which fill text books three times as large as the Gregg text. The same movement is used in making the characters as is used in the Palmer method of writing. No vertical or shaded strokes are used, thus making it easy to read. Consonants and vowels are joined with an easy, continuous movement, and their free use enables you to read your writing much more readily than you can any other system. Gregg shorthand is easy to write, easy to read and easy to master. The shorthand profession is a wide and ever enlarging field of activity for young men and women, and anyone proficient in this subject may feel sure of a good position.

Typewriting—The touch system is taught for two hours each day throughout the year. Graded exercises designed to aid the student in learning the key-board precede letters, law forms, and practice for speed. The student is early taught the proper care of the machine. Transcript work from shorthand notes is taken up after the student has learned the keyboard.

Penmanship—Good penmanship is the key that opens the door to success more often than any other accomplishment. Other things being equal, the best penman will get the position. We teach the Palmer muscular movement method, which is a rapid, easily executed system of business writing.

Spelling—Much attention is given to this important subject. Lists of words are studied as to meaning, syllabication and pronunciation. A thorough drill in correct spelling accompanies the proper use of words in sentences and paragraphs.

Demand for Commercial Teachers—In the educational world the tendency of the times is to establish commercial courses in private and high schools, and even in grade schools, and the teacher who is qualified to instruct students in these courses will receive



IN THE DRAFTING AND FITTING ROOM



IN THE SEWING ROOM

the preference. It is almost unnecessary to speak of the advantages of being prepared to answer a call to this line of work. The manager of one of the leading teachers' agencies of the country had this to say not long ago: "For a considerable time our list has been unable to supply the calls we have received for teachers of commercial branches, although the calls have been for teachers at considerably higher salaries than is ordinarily paid for other lines of work. The demand for teachers of commercial branches who have had good educational advantages exceeds the supply very greatly. In our judgment the opportunities and salaries for teachers in commercial work are exceedingly attractive."

It is especially fitting that teachers' training work in commercial subjects should be offered at the Northern Normal and Industrial School, where the spirit of teaching is in the air. It is imperative that we supply some of the calls that come to us for teachers qualified to give instruction in commercial subjects, and we hope that many will enroll for this work.

Special Advantages—Students taking the Business course at the Northern Normal and Industrial School may enjoy many advantages which are not found elsewhere. Among these the following may be especially noted:

1. Students may pursue work in any of the other departments of the Normal without extra cost. Many of our students take one or more courses in the following: Music, Elocution, Drawing (free-hand and mechanical), Shop Work, Languages, Literature, History, Sciences, Mathematics, etc. They have the advantage of instruction under skilled specialists in these various lines.

2. Young people gain much by association with our large body of students and enjoy the benefits of school life in a large institution. The regular rhetorical exercises and debates, the daily chapel exercises, at which prominent speakers address the students, and the many social and athletic events offer opportunity for "all-around" development. The school maintains a lecture course each year and tickets may be secured at very reasonable rates.

3. The Normal library is at the disposal of commercial students. Its large reading room and well-filled shelves and files are open to these students at all hours of the day.

4. The school is in a position to be of great service to young people seeking employment in the business world. We receive numerous calls from various industrial institutions for young men and women to take positions of responsibility and trust. We take a deep interest in the welfare of our graduates and help them in every way possible.

The School of Agriculture

In January of 1914 the Board of Regents of Education passed a resolution authorizing the establishment of a School of Agriculture at this institution. By the provisions of this resolution the faculty was instructed to prepare courses of study. The courses as worked out by the faculty committees were submitted to the Board, have been officially approved, and are now offered for the first time to South Dakota young people.

The work as outlined is almost wholly industrial and is separated into two courses, one for young men and the other for young women. Each course is offered for sixteen weeks, during the fall and winter months, and continues for four years. Students completing the work and receiving certificates of graduation will return to their homes equipped to perform farm tasks more efficiently and to take part in community affairs more helpfully than would be possible without this training.

A beginning in this new work will be made in November. Students will be enrolled for the first term on November 2 and 3, 1914, and for the second term on January 4 and 5, 1915. The first term will close on December 18, and the year will end on March 12. A tuition fee of \$3.00 per term is payable in advance and students are expected to enter on enrollment days and remain the entire term. Scattered and irregular registration is discouraged.

Those who have completed the eighth grade are eligible to membership in the School of Agriculture, and in some cases mature students of lower grade will be admitted. So far as possible the work will be conducted on the laboratory method and will be made intensely practical.

General suggestions regarding room, board, etc., as contained in the body of this catalogue apply for short course students as well as for other students of the school. Following are the outlines of the new courses:

FOR YOUNG MEN

First Year

First Term	Hrs.	Second Term	Hrs.
English I	5	English I	5
Elementary Chemistry	3	Elementary Chemistry	3
Physics of Soils	3	Soils and Fertilizers	3
Stock Judging	2	Stock Judging	2
Pipe Fitting and General Re- pairing	8	Blacksmithing	8
Elementary Woodwork and Joinery	8	Carpentry or Cabinet Making..	8
Physical Training	2	Physical Training	2

Second Year

English II	5	English II	5
Bacteriology	5	Elementary Physics	5
Freehand Drawing	5	Decorative Design	5
Cereal Crops	3	Forage Crops	3

Dairying	2	Dairying	2
Bricklaying	8	Concrete Construction	8
Physical Training	2	Physical Training	2

Third Year

Arithmetic	5	Arithmetic	5
Agricultural Botany	3	Agricultural Botany	3
Entomology	3	Zoology	3
Breeds of Stock	3	Feeds and Feeding	3
Mechanical Drawing	5	Architectural Drawing	5
Farm Implements	8	Farm Motors	8
Physical Training	2	Physical Training	2

Fourth Year

Civics	5	Civics	5
Poultry Culture	3	Plant Propagation and Horti- culture	3
Crop Improvement	2	Farm Management	2
Farm Accounts	3	Farm Accounts	3
Elementary Machine Drawing	5	Advanced Machine Drawing	5
Bench Work in Metal	8	Machine Shop Practice	8
Physical Training	2	Physical Training	2

FOR YOUNG WOMEN**First Year**

First Term	Hrs.	Second Term	Hrs.
English I	5	English I	5
Elementary Chemistry	3	Elementary Chemistry	3
Sewing I	4	Sewing I	4
Cookery I	4	Cookery I	4
Food Study	5	Textiles	5
Physical Training	2	Physical Training	2

Second Year

English II	5	English II	5
Bacteriology	5	Elementary Physics	5
Freehand Drawing	5	Decorative Design	5
Sewing II	4	Sewing II	4
Cookery II	4	Cookery II	4
Physical Training	2	Physical Training	2

Third Year

Arithmetic	5	Arithmetic	5
Agricultural Botany	3	Agricultural Botany	3
Drafting	4	Dressmaking	4
Dietetics and Invalid Cookery	5	Preparation of meals and serv- ing	5
Household Chemistry and Phys- ics	5	House Sanitation	5
Physical Training	2	Physical Training	2

Fourth Year

Civics	5	Civics	5
Poultry Culture	3	Plant Propagation and Horti- culture	3
Millinery	4	Art Needlework	4
Physiology and Hygiene	5	Home Nursing	5
Household Problems	4	Home Furnishing and Decora- tion	4
Physical Training	2	Physical Training	2

SUBJECTS FOR YOUNG MEN

Physics of Soils—This will include a study of the physical nature and texture of soils, a study of South Dakota soil types, water requirements of various soil types, tillage methods, and some soil judging.

Soils and Fertilizers will include a study of the relation of cropping to soil fertility, the various constituents of soils, the organic matter of soils and the various fertilizers which are necessary in keeping up soil fertility.

Stock Judging—A study of the characteristics of the various types of stock and the points of the score card. As far as possible the work of actual judging at nearby barns will be carried on so that the student may gain a better idea of what constitutes an excellent type of animal.

Cereal Crops—Judging of grains will be made an especial feature. Methods of culture, seed selection, rotations, weed seed identification and germination will all be emphasized. Special attention will be given to South Dakota varieties.

Forage Crops—A study of the various grasses and the legumes, with reference to their importance as field crops, relations of the legumes to soil fertility, culture, selection and curing of the various forage crops.

Dairying—Lectures and laboratory work will supplement one another in this course. Milk testing, butter making and various other dairy practices will be emphasized and a study of the several dairy breeds will be taken up.

Entomology—A study of insects with regard to their classification, habits, life histories and methods of control. The insects which are of especial importance to South Dakota will be studied, as well as the use of spray mixtures and other control measures.

Zoology—A study of the evolution of animal forms, particularly those of economic importance, will be a feature. The school's excellent exhibit of birds and mammals will afford an exceptional opportunity for students to become acquainted with the various species of birds and animals, and will be used in connection with this work.

Breeds of Stock—A study of the origin of the various breeds, their relative values, characteristics and adaptability to conditions. Special attention will be given to breeds of value to our own state.

Feeds and Feeding—This will be a study of the various feeds and their relative food values, methods of feeding, the computation of various rations for South Dakota conditions, feeding systems and the economic features of feeding.

Crop Improvement—This will include the improvement of small grains by means of selection and other practical methods. The study of the breeding work carried on with various food plants will be emphasized. In a short course designed to give the student

a practical working knowledge of keeping varieties up to standard will be the endeavor.

Farm Management—The planning of systematic rotations, farm buildings, labor problems, problems in marketing, selection of farms, the farm income, etc., will all be studied. This will be the bringing together of the knowledge gleaned in the previous courses and its application to well organized farm procedure.

Farm Accounts—This is a course in accounting arranged to be of especial help on the farm. Some of the essentials of book-keeping are taught, but the unnecessary red tape is eliminated. Methods of keeping records in agricultural affairs will be considered.

Pipe Fitting and General Repairing—This course includes pipe-cutting and fitting; rope knots and splices; hard and soft soldering; brazing and babbiting.

Blacksmithing includes instruction in the building and care of fires, and in the essential operations of forging, such as drawing-out, upsetting, bending, twisting, fullering, swaging and welding wrought iron and soft steel. The operations lead to such exercises as bolts, chain hooks, chain links, rings, clevises of various forms, flat jaw and bolt tongues, cold chisels, punches, hammers, etc. Instruction in hardening, tempering and annealing tool steel is included.

Elementary Woodwork and Joinery—This course precedes cabinet making and carpentry. Its purpose is to teach the students the proper methods of using and sharpening various wood-cutting tools, such as chisels, planes, bits and saws. Useful articles, such as drawing boards, clocks, book racks, taborets, etc., are made of various kinds of wood and involve various forms of construction.

Carpentry—This course follows elementary woodwork and joinery and deals with the construction of a model house, which brings in the use of the bevel, framing square, plumb board and other carpenters' tools. By using full-sized material throughout, the correct and up-to-date methods of building are introduced. A course in mill work, which includes the manufacture of window and door frames, brackets, lookouts, etc., is given in connection with this work, thus familiarizing the student with every detail of building.

Cabinet Making—This is a continuation of elementary woodwork and joinery and includes such advanced projects as footstools, desks, tables, chairs, cabinets and other useful articles made of mahogany, black walnut, quartered oak and other woods. A course in the proper methods of wood finishing is given in this connection.

Bricklaying—This course consists in the making of various appliances used in this work, such as mortar boards and boxes, screens and plumb rules. Considerable time is taken in teaching the characteristics of lime, quality of sand, proportions and uses of

various mortars, the different varieties of brick, their manufacture, strength and position in a building. The actual bricklaying consists in building walls of various bonds, constructing chutes and arches, thereby bringing in the proper uses of the different tools and materials.

Concrete Work—This course deals with the qualities of Portland cement, sand and gravel, and the various mixtures and their adaptation to different projects. The actual work consists in the construction of wooden and plaster paris forms and molds for plain and reinforced work, such as bridges, water troughs, tanks, gutters, sidewalks, fence posts, floors and walls.

Farm Implements—The study of farm machinery will be taken up to train the young men to understand the construction, methods of operation, adjusting and repairing of the various farm implements and machines used in practical farming.

Farm Motors—This course will include the study of gas, oil and steam engines, both stationary and traction; measurement and transmission of power; aligning of shafts, belting, etc. The laboratory work is devoted to the construction, operation, adjustment, and testing of engines discussed in the class room.

Benchwork in Metal—Chipping, filing, polishing, riveting, and hand turning constitutes the work of this course. Such exercises as calipers, clamps, T bevels, plumb-bobs, V blocks, etc., will be worked out.

Machine Shop Practice—This course is designed to teach the use of various metal working machines as the lathe, miller, grinder, shaper, drill, etc. The first part of the course deals with simple exercises to teach the machine operations; the more advanced work includes such exercises as bolt, lathe centers, gears, taps, reamers, etc.

Mechanical Drawing—This work includes the use and care of drawing instruments; isometric and cabinet projection; working drawings, tracing and blue printing. A small fee for the use of instruments will be charged.

Architectural Drawing—This course consists of instrumental and freehand drawing of plans, elevations and details of farm buildings, including frame, brick, stone and concrete construction; specifications, tracing and blue printing.

Elementary Machine Drawing—This work includes the drawing of helical screw-heads, boltheads and such machine conventions as will later be used in making working drawings of machines and machine parts.

Advanced Machine Drawing—Instruction and practice in free-hand technical sketches of machine parts and complete machines will be given. Working detail and assembly drawings of machinery

from measurements, to be used in the shops, become a part of the work of the course.

SUBJECTS FOR YOUNG WOMEN

Sewing I includes the making of all the elementary stitches on practice materials and the application of the stitches on articles and simple garments.

Cookery I—This course includes the study of the kitchen—its plan, care and equipment, and value of accurate measurements. The accompanying laboratory work deals with (1) the combination of food materials based on the knowledge of composition and involving the study of chemical and physical changes that occur in cooking, (2) cooking processes and their relation to different foods, (3) a study of recipes.

Sewing II consists of the making of a set of undergarments. A study of materials and trimmings and their adaptability to use is also taken up in this course.

Cookery II is intended for those who have completed the first year's course in cookery. The work is practical and deals with advanced processes of cooking and systematic methods. Especial emphasis is placed on preservation of foods, breads, pastry, cakes, and various desserts.

Food Study—A study of foods is made to cover their composition, structure, nutritive value, digestibility, and uses in the body. It includes a study of the effect of heat on the various foods, methods of preparation and the relation of cost to nutritive value. Digestion, absorption, assimilation, and excretion are reviewed in order to make clear the process of metabolism. Foods are classified and an exhaustive study is made of each class. The object is to show the nutritive value of each food to the human body and its place in the diet.

Textiles—During the first year a study will be made of the fibers in use for textile purposes, their manufacture cost and utility.

Drafting and Dressmaking—During the third year the course includes pattern drafting, designing, cutting, fitting and the making of dresses.

Dietetics and Invalid Cookery—This is a study of the fundamental principles of nutrition and the application of these principles to the feeding of individuals and families under different conditions. Practical problems in diet are worked out in the laboratory. Especial emphasis is laid on preparing food for the invalid and aged, modification of milk and a study of the latest work in infant feeding.

Preparation of Meals and Serving—The time is devoted to the preparation of more or less elaborate menus suitable to various occasions. Especial attention will be given to cost, niceties of prep-

aration, laying of table, serving, decoration and garnishing.

Household Chemistry and Physics—Under this course the application of Chemistry and Physics is studied in relation to the water supply, heating and lighting of the house, to laundering and removal of stains, and to the various processes of cookery.

House Sanitation—Under this course the various systems of heating, lighting, ventilation, water supply, disposal of waste, plumbing and location of the country home are considered from a sanitary standpoint.

Millinery—The purpose of this course is to give the girls a knowledge of home millinery. The work includes the remodeling of an old hat and the making of new ones; also the renovating and cleaning of velvet, feathers and felt.

Art Needle Work—This includes various kinds of fancy work, as embroidery, applique, crocheting, etc., and their adaptability to home use.

Physiology and Hygiene includes the study of the functions of all the organs of the body with reference to the physiology of nutrition. Special stress is laid on the importance of personal hygiene in limiting the spread of common preventable diseases.

Home Nursing—Lessons are given in the care of the sick room, bed making and in the care and comfort of the patient that may be applied directly in the home. This course also includes a study of the treatment needed in case of accidents and emergencies, such as sprains, burns, wounds, fainting, etc.

Household Problems—This course deals with the business organization and management of the home in relation to the division of income, keeping of accounts, correct standards of living and the individual's social relations to the community in which she lives.

House Furnishing and Decoration consists of house planning for the farm home from the standpoint of cost, convenience and artistic effect. Color combinations, finishes for walls, floors, wood work, and suitable floor coverings for different rooms will also be studied.

SUBJECTS FOR YOUNG MEN AND YOUNG WOMEN

English I—Especial emphasis will be laid upon sentence structure, grammar, and punctuation, and almost daily practice in oral and written compositions and letter writing. The reading of classics will be done largely outside of class, under the direction of the teacher, for the purpose of stimulating a desire to read good books.

English II—The study of oral and written composition will be continued and a more thorough drill in business correspondence. In class and outside the reading will be more critical in this year of the work and will cover a wider range of literature.

Arithmetic—This course in Arithmetic will take up, first, the

fundamental principles, with a thorough drill through fractions. Denominate quantities, the tables and practical problems relating to area, weight, capacity, gauging, etc., will be given due consideration. The principles of percentage are taken with their practical applications to commission, discounts, notes, checks, etc. The aim of this course is to promote a thorough understanding of arithmetical principles, as well as to give a drill in such problems as would naturally be met on the farm.

Civics—The work in Civics covers the most essential points in national and state government. No attempt is made to go into detail, but rather training for good citizenship is emphasized. Public questions will be discussed, so that the student may acquire an interest in the welfare of state and nation. Many men fail to do their part in the solving of civic problems because of lack of interest. This course will do much toward creating a desire to do really practical work along civic lines in the home community.

Elementary Chemistry—This course will consist of a study of the elements and fundamental principles of chemistry illustrated as far as possible by laboratory experiments. This study will afford an excellent basis for such subjects as cookery, laundry, plant life, dairying, etc.

Bacteriology—This course includes the study of bacteria, yeasts, and molds in relation to every day life. Special emphasis will be laid on the relation of the above to food preservation, sanitation, soils, plant food, etc.

Elementary Physics—The aim of this course is to enable the student to gain a better idea of matter and its properties and the relation of heat, gravity, electricity, mechanics, etc., to household and farm management.

Agricultural Botany—Laboratory work will be an especial feature. A study of the botanical character of the various field, garden and house plants will be taken up. Germination work and the study of variations as they exist in the plant world will be a feature.

Poultry Culture—The various breeds of poultry will be taken up and compared. Incubation, housing, care of fowls, marketing problems, feeds, etc., will receive their share of attention.

Plant Propagation and Horticulture—A study of the various methods of plant propagation, such as layerage, cuttings, budding and grafting will be taken up. Work will be given in the planning of orchards, the selection of varieties and the care of orchards and small fruits in general, as well as a study of the fruit industry of the United States.

Freehand Drawing—This course aims to develop in the student the power to express ideas graphically, that is, to represent common objects and simple scenes easily and in an interesting manner, using pencil, pen and ink, crayon and water color. It also aims

to acquaint the student with ancient and modern works of art, which will enable him to appreciate and select good pictures for home decoration.

Decorative Design—A study will be made of the principles of design as applied to the decoration of the home, outside painting, treatment of interior walls, floors, and the furniture. Time will also be given to work in some of the art crafts such as Indian basketry, stenciling, leather and metal work.

Physical Training—The aim of this work is to maintain the health of the students, to give outdoor exercise and deep breathing, and to develop interest in indoor gymnastics and games.

List of Students

In Attendance During the Year 1913-14

SENIOR CLASS

Advanced Normal Course

Anderson, Olga Theresa	Veblen
Angler, Esther Isabel	Litchfield, Minn.
Baker, Grace Helen	Bowdle
Brown Olive	Aberdeen
Brudos, Henrietta Louise	Veblen
Carpenter, Maurene	Aberdeen
Clancy, Hazel Madeline	Aberdeen
Cole, Mary Jeannette	Aberdeen
Coulter, Ethel Hazel	Ipswich
Dalton, Grace Elizabeth	Aberdeen
Dalton, Isabel Veronica	Aberdeen
Davies, E. Lou	Renville, Minn.
Dent, Bertha	Aberdeen
Ellinghausen, Gesine Anna	Hecla
Eskelson, Carl Ludvig	Rushford, Minn.
Ford, Mary Elizabeth	Estelline
Hilleboe, Mary Eveline	Decorah, Iowa
Holland, Elizabeth Ann.....	Elkton
Huntington, Margaret Alice	Aberdeen
Joice, Anna	Fulton
Klabunde, Nettie Louise	Aberdeen
Krahn, Albertina	Aberdeen
Larson, Julia Alveda	Warner
Lynn, Hilda Marie	Wolsey
McQuillan, Alra Gertrude	Britton
Makens, Nellie E.	Aberdeen
Mulhern, Virginia Agnes	Aberdeen
Neyhart, Ethel May	Gorman
O'Connor, Agness Rose	Aberdeen
O'Connor, Kathryn	Aberdeen
Paul, Mina Agnes	Cresbard
Peterson, Edith Gertrude	Brookings
Quam, G. Norman	Mansfield
Ross, Rachel J.	Addison, Mich.
Shumway, Olive Fay	Aberdeen
Slocum, Gladys	Ipswich
Smith, Pearl Eliza	Florence
Valentin, Sadie Louise	Aberdeen
Virden, Leola	Rowan, Iowa

Household Arts Course

Armstrong, Idah	Rockton, Ill.
Everitt, Maud Hobart	Redfield
Healy, Mabel Louise	Langford
Michaels, Hattie Anna	Watertown
Vetter, Ursula Elizabeth	Aberdeen

Industrial Normal Course

Johnson, Arthur Lee	Ellendale, N. D.
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FIFTH AND SIXTH YEAR STUDENTS

*Anderson, Bessie May	Watertown
*Anderson, Clara Hansine	Wilmot
*Anderson, Lillian Agnes	Milbank
*Anderson, Minnie Sophia	Milbank
Andree, John Albert	Aberdeen
*Angle, Allena Lee	Huron
*Austin, Mary Pauline	Milbank
Bamford, Florence Marion	Plymouth, Wis.
Bassett, Helene Walker	Aberdeen
Bell, Flora May	Aberdeen
Benjamin, Horace Hanton	Frederick
*Bentley, Gurina	Bryant
Birrenkott, John Charles	Wecota
Bohl, Herman Jerimiah	Brentford
Bohl, George J.	Artas
Britzius, Adelia Alvina	Aberdeen
Brown, Deborah Rebecca	McIntosh
Buholz, Frances Leebbee	Aberdeen
Christian, Lucile Mary	Diamond
*Cocking, Gretta	Aberdeen
Coffield, Etta Catharine	Reva
Craft, Myrtle Elizabeth	Aberdeen
Deffebach, Harry Waples	Hettinger, N. D.
Dent, Donald	Aberdeen
Egan, Lenora	Chippewa Falls, Wis.
Farrar, Myrtle Ione	Langford
*Fitzgerald, Florence	Marion
Fleischman, Ollie	Oldham
Foss, Thomas Watson	Milbank
*Geldmacher, Mae Barbara	Garden City
Gibson, Milton	Amherst
Goin, Bethel	Charter Oak, Iowa
Goodman, Leo Ernest	Aberdeen
Green, Anna Margaret	Lansing, Mich.
*Gross, Helen Mary	Marshfield, Wis.
Harkness, Ruth Mae	Aberdeen
Hast, Sidonia Beisheim	Bruce
Hoch, Charlotte Eugenia	Elkton
*Holmes, Gladys June	Aberdeen
*Horning, Frankie Hazel	Cresbard
*Hyink, Melvina	Alton, Iowa
Jackson, Genevieve Anne	Aberdeen
*Jackson, Nellie	Britton
Johnson, Irene Clarice	Webster
Jones, Thomas David	Plana
Kelly, Alfonso Harold	Aberdeen
Kepke, Irving	Groton
Kirby, Erma Bernice	Lebanon
Knudson, Jennie Agnes	Rice Lake, Wis.
*Kopplin, Emma Olga	Bath
Kraushaar, Rudolph William	Waverly, Iowa
Kribs, Ruth	Aberdeen

Langwill, Florence Anabel	Watertown
Lindquist, Edna Phyllis	Diamond
*Little, Edith Marie	Bath
*Long, Ellen Verina	Webster
*McKenna, Florence Eileen	Twin Brooks
*McKenna, Marie Theresa	Twin Brooks
McMillan, Leone Dunbar	Conde
McMurtry, Mary Fern	Conde
Mabbott, Jessie Leonia	Aberdeen
*Martens, Irene Helena	Milbank
Mather, Sarah Beryl	Watertown
Merriman, Josephine Erica	Bowdle
*Metcalf, Laura May	Wilmot
*Mikelson, Elizabeth	Sisseton
*Mikelson, Mildred Amelia	Sisseton
Minard, David P.	Aberdeen
Moore, Sarah May	Georgetown, Ill.
Murphy, Regina Veronica	Fort Pierre
Myers, Margaret Anna	Hopewell
*Nesmith, Elizabeth	Wessington Springs
*Nordstrum, Agnes Augusta	Morristown
*O'Brien, Ivan F.	Black River Falls, Wis.
Owens, Gladys Elizabeth	Ipswich
Parden, George Emmett	New Richmond, Wis.
Peabody, Lorraine Mae	Amherst
Perkins, Gertie	Groton
Perkins, Mabel	Groton
Perry, Helen	Bath
Perry, Portia	Aberdeen
Price, Howard Scott	Aberdeen
Price, John Raymond	Aberdeen
Prouty, Arlouine Estelle	Pollock
*Rawson, Georgiana Eliza	Milbank
*Reue, Ruth	Leola
Romans, Gertrude	Aberdeen
*Ross, Emma Irene	Webster
Serles, Mabel Syrena	Cornell, Wis.
*Smith, Vivian Amelia	Aberdeen
*Stoddard, Mary Elspy	Summit
*Suhr, Elizabeth Genevieve	Milbank
Talcott, Agnes Mildred	Marmath, N. D.
Tiffany, Joseph Katherine	Aberdeen
Treick, Agnes	Scotland
Treick, Ella	Scotland
Van Beek, Clara	Aberdeen
Van Beek, Cora	Aberdeen
Wanvig, Olive Ethel	Aberdeen
Watkins, Nellie Eunice	Mitchell
Welsh, Gertrude Katharine	Aberdeen
Williams, Harry Daniel.....	Aberdeen
Winje, Berglitte Margrete	Britton

FOURTH YEAR STUDENTS

Ahlers, Allyn Edward	Stewart, Minn.
*Anderson, Altie Viola Marie	Westport
*Beach, Zelma Irene	Lebanon

Bentz, Christian	Artas
Blood, Belle Carolyn	Glenham
*Blood, Myrtle Alma	Glenham
Boucher, Lyman Trumble	Aberdeen
*Carlson, Arda Carliziva	Wetonka
*Coon, Grace	Plateau
Cory, Victor Alvin	Spearfish
*Cowhick, Alma Loye	Cresbard
*Daulton, Cecelia Grace	Frederick
Daulton, Thomas Charles	Frederick
*Detjen, Esther Florence	Lennox
DeWitte, Burdette	Holabird
*Drahn, Emma Alvina	Monona, Iowa
*Ferguson, Etta Mae	Wetonka
Fleischman, Charles Eliot	Oldham
Freeland, James Edward	Spearfish
*Gernon, Marie Laura	Westport
Giffin, Ernest Clarence	Newcastle, Ohio
*Gronseth, Anna	Britton
*Haftle, Martha	Eureka
Hatlestad, Ivar Ole	Fairfax, Minn.
Herberer, John Adams	Groton
Hohensee, William Herbert	Aberdeen
*Holmes, Ethel Mae	Aberdeen
Huntington, Ernest Kyle	Aberdeen
Jahraus, Robert	Barbara
Johnson, Irene Martha	Aberdeen
*Joseph, Helen Marie	Broadland
*Larson, Grace Ellen	Warner
Lawien, Lillian	Glenham
Lindsey, Raymond George	Aberdeen
*McKay, Cora Delia	Orient
Merkle, Christian Arnold	Eureka
*Nesmith, Mildred	Wessington Springs
Olander, Adolph Curtiss	Aberdeen
Oliverson, Clara	Toronto
Olsen, Gerner Arthur	Herreld
*Parsons, Clo De Etta	Estelline
Reed, Gladys Lillian	Aberdeen
Rice, Leonard John	Peever
Schuchardt, Clara Genoa	Leola
*Scott, Virginia Elizabeth	Estelline
*Sebring, Ethel Grace	Orient
Senn, Lester August	Frederick
Troge, Ralph F.	Aberdeen
*Volgt, Esther Martha	Aberdeen

THIRD YEAR STUDENTS

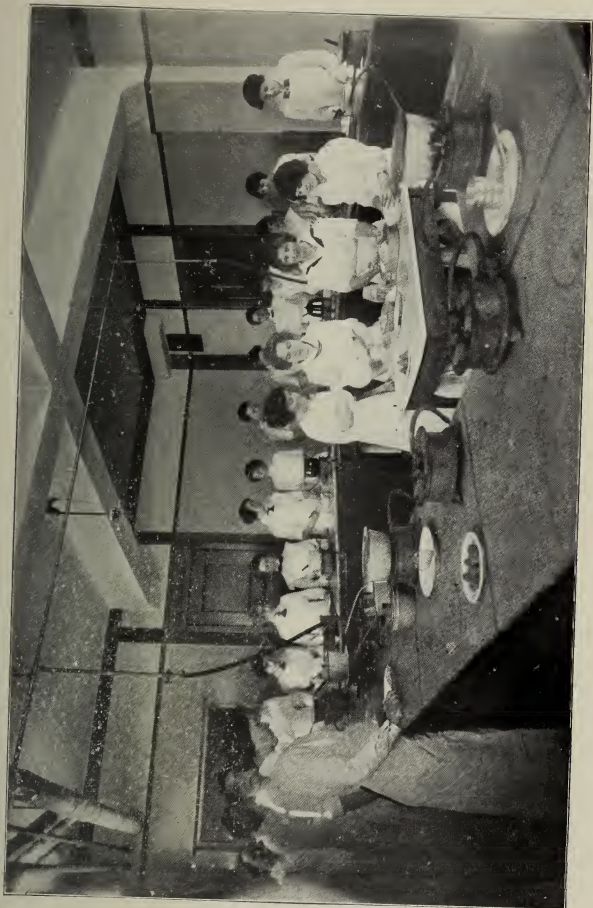
Arndt, Fred	Leola
Ashford, Harry Ward	Stratford
Baker, Martha	Wetonka
†Batesole, Effie Elinor	Aberdeen
Bernard, Cora Marie	Jefferson
Bohl, Louise	Artas

†Graduate Elementary Course.

Buene, Ellen	Columbia
Burnham, Curtis Howard	Aberdeen
Congdon, Marie Vinette	Cheyenne Agency
Copenhaver, Vina Belle	Forbes, N. D.
Cure, Jessie Mae	Putney
Edman, Helen Rebecca	Bison
†Flakoll, Agnes Kanutte	Pierpont
Glgear, Wilford Meric	Bison
†Goen, Ethel Edith	Dupree
†Greeno, Cornelia Marie	Amherst
†Hall, Alberta Teresa	Harrold
Hast, Louise	Bruce
Heberer, Edward Walter	Groton
Hezel, Hugo Alvin	Aberdeen
†Holm, Mabelle Marie	Aberdeen
Hoover, Orpha	Columbia
Hulbert, Nina Mae	Frederick
Jackman, Florence	Aberdeen
Johnson, Lena Margrethe	Volin
Johnson, Ruth Ellen	Strandburg
†Jump, Alma Bissey	Aberdeen
Kreiter, William De Lyal	Aberdeen
Kutschke, William John	Leola
Larson, Clara Lenora	Warner
†Leffingwell, Ruth Agnes	Summit
McGrath, Alta Mae	Faulkton
McGregor, Mary Louise	Columbia
McKeever, Frank Marion	Sisseton
Mantor, Myrtle Helen	Frederick
Morrow, Bernard L	Aberdeen
Morrow, Lillian Frances	Aberdeen
Mullally, Mary Rose	Fort Yates, N. D.
Murray, Henry Nelson	Bath
†Neilson, Geneva Lenora	Lake Preston
Nicholson, Katherine Irene	Aberdeen
Pederson, Marie	Dupree
Pratt, Pearl Elma	Aberdeen
Price, Frances Celestia	Bison
Price, Helen Mary	Aberdeen
Reue, Julius	Leola
Richardson, Mark	Aberdeen
Rider, Verna	Florence
Rowlands, Beulah Mae	Aberdeen
†Rye, Alma Sophia	Pierpont
†Ryman, Alvina Gertrude	Aberdeen
Sadler, Vera Dot	Tripp
Sleh, Leone Evangeline	Aberdeen
Smith, Sarah Alberta	Florence
Stoick, Agatha Regine	McIntosh
Sueltz, Olga Matilda	Groton
Swanson, Selma Lela	Aberdeen
Turner, Lyle Johnson	Leola
†Werth, Esther Allvinia	Warner
Wilson, Jessie Mary	Frankfort
Witcher, Ruth Elizabeth	Ada
Wollman, Andreas Arnold	Freeman

SECOND YEAR STUDENTS

Ackerman, Calvin	Artas
Anderson, Alfred Tomas	Aberdeen
Andree, Robert Hjalmar	Aberdeen
Andrews, Nellie Gertrude	Vera
Bartholomew, Hope	Ipswich
Beach, Nora Mildred	Lebanon
Bjork, Paul Theodore	Aberdeen
Blair, Charles Harold	Herreid
Blair, Maybelle	Herreid
Breckenridge, Gladys Belle	Twin Brooks
Cermak, Mary	Avon
†Dahme, Clara Marie	Mina
Daniels, James Camburn	Mina
De Walt, Elsie Amelia	Frederick
De Witte, Lyall Henry	Holabird
†Dittes, Lizzie Anna	Corona
Fessenden, Ruth Evalyn	Wetonga
Fountain, Helen	Aberdeen
†Gerken, Gleva	Miranda
Gronseth, Josie	Britton
Gunderson, Olgah Maline	Warner
Gustafson, Marie Christina	Aberdeen
Hall, Frances Laverne	Aberdeen
†Hall, Ruth Jennie	Big Stone
†Hanley, Marcella Elizabeth	Broadland
Hite, Archie Ray	Ferney
Holt, Phoebe	Chelsea
Hooper, Dorothy	Aberdeen
†Horn, Cora Ellanora	Spain
Hough, Inez Carolina	Glenham
†Jakle, Ida Margaret	Waubay
Johnson, Emons Severt	Claremont
Jones, Edward Lynn	Aberdeen
Kepke, Walter William	Groton
Kneedy, Clare Ernest	Aberdeen
Kubier, Julius Edward	Akaska
Lamberg, Otto Reynold	Etselline
Littlefield, Lyal Harry	Aberdeen
Loe, Inga	Sisseton
†Lundman, Amelia Anna	Groton
McGlynn, Robert Bjorn	Aberdeen
McKittrick, Margie Mae	Andover
Madsen, Arthur	Carpenter
†Marquett, Etta Elizabeth	Sparta, Wis.
Moore, Harold Alvin	Aberdeen
†Neiger, Vivian Viola	Mansfield
Nelsen, Kate Olena	Aberdeen
Nuss, Alvin Huldreich	Artas
†Olson, Anolda Theresa	Florence
Olson, Hilda Josephine	Aberdeen
Pabst, Martha Elizabeth	Aberdeen
Parsch, Frank John	Aberdeen
Penwell, Lucin Mary	Miller
Plagens, Oscar Emil	Garden City
Price, Frederick Mason	Aberdeen



JUNIOR COOKING CLASS



SHORT COURSE COOKING CLASS

Penwell, Lucin Mary	Miller
Rehfeld, Ernest O	Aberdeen
Rider, Ruby	Florence
Ristau, Alma Ida	Warner
Roundy, Lela Belle	Aberdeen
Safford, Harold Arthur	Aberdeen
Schmierer, Christian Michael	Ellendale, N. D.
†Schott, Mary Louise	Groton
Sliter, Mildred June	Aberdeen
Sloan, Elsie Winnieford	Belle Fourche
Smith, Bernice Lillian	Aberdeen
Smith, Ruth Violet	Aberdeen
Snoxell, John Kenneth	Mellette
Sognesand, Kasper Oswald	Mobridge
Stange, Fred August	Stratford
Stellner, Henry William	Aberdeen
†Stewart, Mildred Grace	Britton
Thornton, Frances Mae	Warner
Torevell, Glennie Celestia	Bath
†Trousil, Bessie Mary	Aberdeen
†Trousil, Lillian Clara	Aberdeen
Westby, Mangnus	Bath
Wies, Mary Amelia	Seneca
Witter, Florence Pauline	Roscoe
Woods, Harold Joseph	Aberdeen

FIRST YEAR STUDENTS

Alsager, Petra Amelia	Holmquist
Anderson, Laurence Alf	Aberdeen
Angerhofer, Hattie Pauline	Aberdeen
Balster, Marie Anna	Lyonville
Bens, Santa Clara	Herreid
Berreth, Anna Marie	Mound City
Boulais, Josephine Madeline	Aberdeen
Braese, Lydia Amanda	Rhame, N. D.
Braun, Evelyn Marie	Warner
Braun, Mabel Lizzie	Warner
Breidenbach, Esther Gladys	Plankinton
Buckenberger, Emil Henry	Herreid
Chester, Earl	Seneca
Clark, Lela Marie	Groton
Cranefteld, Benjamin Franklin	Conde
Cunningham, Corinne Florence	Onaka
Dahme, Lydia Alvina	Mina
Danielson, Louise Emily	Lidgerwood, N. D.
Davies, Florence Ethel	Cresbard
Deschner, Bertha	Ipswich
Dixon, Lillian Clara	Aberdeen
Esau, William Alfred	Mina
Feller, Emily Laura	Andover
Feller, Violet Ethel	Andover
Fessenden, Harry George	Wetonka
Fessenden, Walter Henry	Wetonka
Ffune, Julia Gertrude	Firesteel
Flakoll, Arthur Andrew	Bristol
Foss, Arthur Ole	Veblen

Gardner, Mary Louisa	Orient
Geraldson, Tellif	Utica
Goodspeed, Roy Ernest	Mina
Graham, Hugh Gerald	Aberdeen
Grape, Mabel Alphield	Lake Norden
Gullickson, Gertrude Johannah	Aberdeen
Hansen, Irene	Aberdeen
Harrington, Eda Clara	Mansfield
Heydlauff, Gabriella Dorene	Aberdeen
Jackson, Hazel	Britton
Jacobson, Cora Sylvia	Sisseton
Jones, Ethel Lucy	Eagle Butte
Jones, Lillian Ada	Elizabeth, Ill.
Jump, Myra Marguerite	Aberdeen
Knight, Hazel Margarette	Aberdeen
Krueger, Alice Johannah	Butler
Kussman, John Joseph	Mina
Laine, Henry	Kuhmamine, Finland
Lee, Arthur Lawrence	Ashton
Lier, August Fred	Putney
Lockington, Louis	Aberdeen
Lowe, Clarence Arthur	Aberdeen
Lowe, Elmer O.	Aberdeen
Maloney, James Albert	Aberdeen
Mesick, Gertrude Alice	Highmore
Meyer, Lena Odella	Chelsea
Miller, Florence Eliza	Aberdeen
Miller, Rena Esther	Miranda
Murphy, Joe	Estelline
Murphy, John	Estelline
Nelson, Agnes Malvine	Veblen
Noomen, Elizabeth Marie	Hull, N. D.
Ogren, Martin	White Rock
Olander, Carl Hugo	Aberdeen
Olson, Marie Emily	Holmquist
Orth, Minnie Alfreda	Aberdeen
Peterson, Ira Levi	Lily
Phillips, Mattie	Aberdeen
Price, Forrest Jones	Aberdeen
Ratzmann, Henry John	Wetonska
Ratzmann, Werner August	Wetonska
Richter, Frederick Joseph	Aberdeen
Sannes, Hellen	Lily
Scarlett, Ethyl Helena	Aberdeen
Schaaf, Charles	Aberdeen
Schroeder, John Herman	Crandon
Schroeder, Josephine Charlotte	Crandon
Schuchardt, Wayne	Leola
Shanley, Ernest	Mansfield
Shanley, Loren	Mansfield
Sliter, Bessie	Aberdeen
Smith, Eva Emma	Monroe
Stellner, Alma Emilia	Aberdeen
Stellner, Clara Pauline	Aberdeen
Strohmeier, Alice	Aberdeen
Telten, Theodore	Pierpont

Templeton, Lois Bernice	Wessington
Tompkins, Mame Lois	Aberdeen
Tompkins, William Harvey	Aberdeen
Trautman, Emmanuel	Artas
Weinreis, Edna Frances	Warner
Werth, Fred A.	Warner
Wiedebusch, Emma Louise	Mansfield
Wies, Joseph William	Seneca
Winter, Richard	Aberdeen
Wolter, Carl William	Aberdeen

SPECIAL STUDENTS

Anderson, Bertha Lena	Harlan, Iowa
Andrus, Mrs. Homer	Aberdeen
Arnold, Veva	Aberdeen
Auby, Emma Josephine	Lily
Bachman, Pearl	Aberdeen
Bean, Esther Margaret	Bath
Behrens, Ruth Martha	Aberdeen
Bjork, Olive Hildagaard	Aberdeen
Bowles, Sadie	Aberdeen
Brown, Mrs. Walter	Aberdeen
Burnaham, Etha	Aberdeen
Burton, Olive	Bath
Bush, Charles Oscar	Bath
Carroll, Bernice Adele	Aberdeen
Chalcraft, Fern	Bath
Chalcraft, Margaret	Bath
Christensen, Olga R.	Randolph
Crofoot, Carrie	Aberdeen
Dixon, Frances	Aberdeen
Dixon, Inez	Aberdeen
Drisco, Alice	Aberdeen
Drisco, Fern	Aberdeen
Drisco, Marion	Aberdeen
Faus, Ione Rose	Aberdeen
Foncanon, Vivian Marie	Aberdeen
Granger, Olive	Aberdeen
Hagler, H. V.	Aberdeen
Hay, Bernadeen	Aberdeen
Howell, Jessie	Frederick
Jensen, Anna Muriel	Aberdeen
Klabunde, Myrtle Adela	Aberdeen
Klinger, Alpha	Aberdeen
Lathrop, Ida Mildred	Bath
Lewis, Gertrude Marie	Aberdeen
Lum, Christina	Aberdeen
Meier, Emeline Rebecca	Lomax, Neb.
Nash, Mrs. G. W.	Aberdeen
Nash, Newman Curtis	Aberdeen
Olander, Ruth Lenora	Aberdeen
Olsen, Irene	Aberdeen
Perry, Doris	Bath
Plummer, Mae Frances	Bath
Reed, Rhea May	Aberdeen
Remde, Bernice Karolyn	Aberdeen

Russell, Emily	Aberdeen
Schaeffer, Bertha Theophilia	Aberdeen
Schmoeckel, Ida	Aberdeen
Silbaugh, Ross	Aberdeen
Stewart, Hazel	Aberdeen
Trousil, Agnes Albina	Effington
Wells, Rhea	Aberdeen
Wilson, Mildred	Aberdeen
Wray, Andrew N.	Aberdeen

PUPILS OF THE TRAINING SCHOOL

First Grade

Abersoll, Russell	Madden, Anna
Bjork, Dorothy	Melgaard, Harold
Christianson, Arnold	Meyers, Bernice
Clark, Walter	Meyers, Catharine
Dapper, Virginia	Merklinger, Cecil
Fulker Freddie	Mock, Hugo
Harrington, John	Mock, Veronica
Ireland, Blanche	Richards, Margaret
Jacobson, Lila	Rivett, Wilfred
Jacobson, Lillian	Rosenberg, Agnes
Jacobson, Valdemar	Rosenberg, Lief
Kellogg, Dorothy	Slater, Clarence

Second Grade

Draper Jeanette	Melgaard, Lester
Draper, Leroy	Merklinger, Everett
Fowler, Harold	Nash, Newman
Geidl, Pearl	Oderkirk, Robert
Hoppe, Della	Rosenberg, Lillian
Kelly, Bernice	Sinkey, Louisa
Larson, Ethel	Slater, Frank
Locke, Ida	Slater, Willie
Madden, Stephen	Sturtz, Karl
Maricle, Floyd	

Third Grade

Abersoll, Guy	Madden, Bernard
Abersoll, Maryla	Rosenberg, Mamie
Carroll, Lawrence	Samelson, Theodore
Embery, William	Smith, Ethel
Fulker, Forrest	Tiffany, Matthew
Harden, Leigh	Valentine, Hazel
Kelly, Henry	Volbrink, Adeline

Fourth Grade

Draper, Joseph	Madden, Martha
Fusk, Sigrid	Noonan, Norma
Ireland, William	Scarlett, Homer
Kelly, George	Shaw, Leslie
Lindsay, Leland	Wood, Frank

Fifth Grade

Arness, John	Meyers, Margie
Bachman, Pearl	Newton, Leroy
Davidson, Ethel	Oaks, Charles
Drage, Anna	Osborne, Zola
Draper, Ethel	Richards Catheryn
Fusk, Anna	Shafer, Ruby
Kindschl, Minnie	

Sixth Grade

Abersoll, Nora	Kingsbury, Donald
Axelson, Lemuel	Moore, Ethel
Berg, Reidar	Olander, Ruth
Davidson, Archie	Ralsch, Edna
Foncanon, Vivian	Richards, Everett
Fulker, Donald	Samelson, Lyle
Fulker, Merle	Silbaugh, Rossie
Granger, Elva	Smith, Flossie
Guhin, Donald	Trousil, Agnes
Harden, Gurland	

Seventh Grade

Blair, Ruby	Munsch, Henry
Barrett, Doley	Newton, Florence
Boehnen, Ferdinand	Park, Freda
Bjork, Olive	Smelson, Kenneth
Carroll, Bernice	Samelson, Vivien
Fulker, Terry	Scarlett, Donald
Hughes, George	Shafer, Leona
Harrington, Mabelle	Shafer, Matt
Ireland, Dyle	Valentine, Arnold
Maricle, George	

Eighth Grade

Christian, Warren	Laine, Henry
Davies, Rachel	Madden, James
Dapper, Ruth	Neill, Henry
Faus, Ione	Reitz, Edna
Granger, Olive	Smith, Gladys
Jones, May	Swanson, Leonard
Johnson, Charles	Snell, Alice
Jenkins, Ruth	Shaw, Ruby
Kindschi, Emma	Sleeper, Anna
Keen, Blossom	Wenz, Walter
Kubier, Julius	Youngman, Lulu

Eighth Grade Review Class

Dahme, August	Roundy, Pearl
Dahme, Augusta Ella	Schaeffer, Bertha M.
Detling, Mary	Schmidt, Loretta
Diestler, Revilo	Swenson, Anna C.
Donovan, Vincent	Swenson, Edith
Elsing, Anna	Swenson, Mae G.
Eschbach, Ruth	Thompson, Dean Roy
Kaiser, Roy W.	Walker, Evangeline
Kurt, Sunshine M.	Winter, Clarence
Meyer, Frieda	

Short Course in Domestic Science

Boulais, Adelaide	Gunderson, Clara
Bretsch, Marie	Gunderson, Ida
Chalcraft, Fern	Gunderson, Ruth
Clark, Lois	Jones, Lily
Davis, Edith	Kipp, Dana
Davis, Ella	Knutson, Cora
De Walt, Pearl	Larson, Edna
Doll, Amy	Lier, Lida
Doll, Matilda	Murray, Edith
Gullickson, Agnes	Pharis, Gladys

Ramthun, Hulda
 Rasmussen, Constance
 Shanley, Helen
 Smeby, Lottie

Smith, Mary
 Stewart Frances
 Trego, Esther

*SUMMER SCHOOL, 1913

**Held Under Direction of President G. W. Nash, but Not a Part of the
 State Work of the Institution**

Alsager, Petra	Holmquist
Amundson, Agnes	Holmquist
Amundson, Anna	Holmquist
Anderson, Laila M.	Glenham
Anderson, Olga Theresa	Wilmot
Armstrong, Katharine	Rockton, Ill.
Ashford, Ward	Stratford
Augustine, Sister M.	Aberdeen
Axford, Richard Norman	Castlewood
Bain, Jennie Vera	Conde
Banik, Gertye	Java
Barnes, Elizabeth	Aberdeen
Batteen, Mrs. H. F.	Mansfield
Beach, Marguerite	Aberdeen
Beard, Miriam	Aberdeen
Beckwith, Marie	Pierre
Belseth, Dora	Wetonga
Bennett, Rhea Elizabeth	Aberdeen
Bentley, Mildred	Montevideo, Minn.
Bentz, Christian	Artas
Bergstrom, Frances	Buffalo
Bernard, Sister M.	Aberdeen
Bishop, Mabel Etta	Wilmot
Bohle, Louise	Artas
Boon, Elsie	Estelline
Braun, Mayre M.	Aberdeen
Brewster, Joyce	Ipswich
Briggs, Ebbie	Aberdeen
Britzius, Adella Alvina	Aberdeen
Brokaw, Sylvia	Lebanon
Brown, Geneva	Faulton
Brudos, Henrietta Louise	Veblen
Bruns, Henry W.	Hecla
Bubbers, William	Rozellville, Wis.
Burnham, Esther	Astoria
Callaghan, Irene Monica	Westport
Campbell, William	Aberdeen
Carey, Mary Isabella	Salem
Carlson, Pauline	Mound City
Carpenter, Maurene	Aberdeen
Carr, Roy	Aberdeen
Carroll, Bernice	Aberdeen
Cheska, Miladi	Bowdle
Christianson, Otto C	Miranda
Clay, Crissie	Eagle Butte

*This is the enrollment for the six weeks' session and does not include nearly 700 teachers who attended the Joint Institute.

Clark, Loretta	Aberdeen
Clearwater, Mrs. Jessie	Vermillion
Clement, Carl Wesley	Java
Coe, Saidee M.	Haley, N. D.
Cole, Mary Jeannette	Aberdeen
Cole, Walter	Aberdeen
Conant, Eugenia Agnes	Bath
Conner, Alice	Carlin
Conner, Grace Mae	Mound City
Cowan, Claribel	Jeffers, Minn.
Cowan, Robert H.	Jeffers, Minn.
Crane field, Edna	Conde
Crawford, Myrtle	Lowry
Daly, Georgia	Columbia
Daly, Jeannette	Columbia
Daniels, Blair	Ipswich
Darling, John B.	Timber Lake
Davies, Florence Ethel	Cresbard
Davies, Margaret Anna	Cresbard
Dent, Bertha	Aberdeen
DeSales, Sister Mary	Aberdeen
Doolin, Anastasia Gertrude	Putney
Dornbush, Anna	Pollock
Drisko, Fern	Aberdeen
Drisko, Marian	Aberdeen
Drum, Grace	Aberdeen
Dudley, Elizabeth	Hot Springs
Dudley, Roland O.	Firesteel
Edgar, Bessie	Aberdeen
Eldredge, Emily	Gascoyne
Eldredge, Nola Genevieve	Gascoyne
Emerson, Julia	Toronto
English, Mabel Constance	DeSmet
Erwin, Leo. R.	Aberdeen
Falk, Ruth	Groton
Ferguson, Etta Mae	Wetonga
Ferguson, Jean	Estelline
Ford, Mary Elizabeth	Estelline
Foss, Mabel Caroline	Lead City
Francis, Ada Rubina	Mound City
Francis, Sister M.	Aberdeen
Freyberg, Neal	Aberdeen
Fried, Inez Marie	Wetonga
Fuerstenan, Lillian Adella	Reville
Gay, Ray L.	Vermillion
Geeslin, Florence.....	Hosmer
Genung, Bernice	Warner
Gernon, Marie Laura	Westport
Gloe, Alfreda.....	Dell Rapids
Goddard, Io	Vermillion
Goeltz, Elmore Willard	Mineral Point, Wis.
Gordon, Flora Ellyn	Gary
Gorman, William	Aberdeen
Graf, Edward	Herreid
Granquist, Hannah Olivia	Strandburg
Grant, Mabel	Whitewood

Gruse, Anna Emma	Corona
Gullickson, Ruth Evangeline	Claremont
Gullickson, Viola Henrietta	Claremont
Gustafson, Marie Christina	Mound City
Haakenson, Tilda	Mound City
Hampton, Mrs. Mattie	Aberdeen
Hanson, Dagmar Anetta	Ellsworth, Iowa
Hanson, Josephine	Tennis
Hanson, Millie	Glenham
Haraldson, Tena	Grandview
Harrington, Inez M.	Mansfield
Hart, Bessie Adelle	Sisseton
Hast, Sidonia Beisheim	Bruce
Hasvold, Hulda	Flandreau
Hay, Kathryn Melissa	Aberdeen
Hegna, Emma	Wallace
Hewitt, Hazel	Wetonka
Heynacher, Hima	Hanover
Hiatt, Jessie Fay	Tenney, Minn.
Hilde, Tillie	Fort Ransom, N. D.
Hite, Frances Elizabeth	Aberdeen
Holland, Cora Mae	Britton
Holland, Delnetta	Britton
Holmes, Ethel Mae	Aberdeen
Holton, Marie	Selby
Hornbeck, Pearl	Edgeley, N. D.
Horning, Frankie Hazel	Cresbard
Howe, Blanche	Alden, Minn.
Hughes, Elizabeth	Java
Husband, Ivy	Watertown
Impecoven, Helena	Amherst
Jackson, Alice L.	Diamond
Jackson, Leila	Hecla
Jerde, Edna	Brookings
Jesme, Hattie Louise	Florence
Johnson, Carl Henry	Frankfort
Johnson, Clarence E.	Aberdeen
Johnson, Florence Rosalie	Thunder Hawk
Johnson, Mildred	Thunder Hawk
Johnson, Sigrid Christine	Watertown
Johnstad, Jennie	Grenville
Johnston, Hazel Lewis	Geddes
Joice, Anna	Fulton
Jones, Esther Elizabeth	Aberdeen
Jones, Frank E.	Lake Crystal, Minn.
Jones, Hiram	Ashton
Jones, Lillian Ada	Elizabeth, Ill.
Jones, Thomas D.	Plana
Junker, Henry	Eureka
Karen, May F.	Linton, N. D.
Kelly, Frank L.	Aberdeen
Kimball, Charles Harold	Aberdeen
Kingsberry, Donald	Aberdeen
Kinney, Thomas M.	Ipswich
Klabunde, Nettie Louise	Aberdeen
Kling, Ellen Elizabeth	Winona, Minn.
Klopfenstein, Rose	Ladysmith, Wis.

Knudson, Alma	Veblen
Krieger, Florence Isabel	Langford
Kyle, James	Aberdeen
Laberee, Nora Emeline	Castlewood
Lakings, Ethel	Hurley
Lambert, Anna Anastasia	Frankfort
Landru, Hilda	Gary
Larson, Alveda	Warner
Larson, Nelle Marland	Sioux City, Iowa
Larson, Olga	Webster
Laulo, Pearlle	Mansfield
Lavery, James J.	Estelline
Lindekugel, Lemana Emaline	Mansfield
Lindgren, Freda	Aberdeen
Lohr, Hazel Laura	Estelline
Lohr, Zoe	Estelline
Lyons, Nellie	Ramona
Makens, Mary Anne	Aberdeen
Makens, Nellie	Aberdeen
Martens, Irene	Milbank
Matuska, Mamie	Veblen
McCoy, Frances Elizabeth	Aberdeen
McGovern, Leonore	Aberdeen
McKittrick, Margie	Andover
McMeekin, Irene Fay	Vivian
McQuillan, Arla	Britton
Mees, Julia B.	Alpena
Mikkelson, Emma Christiana	Lebanon
Miller, Alice L.	Diamond
Moore, Helen Engh	Aberdeen
Morgan, Margaret	Bath
Morris, Catherine	Langford
Murdick, Ethel	Bryant
Moriarty, Mrs. Maude L.	Aberdeen
Narregang, Robert	Aberdeen
Nelson, Abbie Lona	Meadow
Nelson, Kathryn N.	Veblen
Nepруд, Mabel	Flandreau
Nesmith, Edith E.	Wessington Springs
Newman, Ella	Aberdeen
Newton, Leroy Floyd	Aberdeen
Neyhart, Ethel Mae	Gettysburg
Nordness, Hulda	Pierpont
Oberholser, Ethel Louisa	Wessington Springs
O'Connor, Agness Rose	Gettysburg
O'Connor, Kathryn	Gettysburg
Olander, Ruth	Aberdeen
Oleson, Calvin Valliant	Morristown
Oleson, James Rush	Morristown
Oleson, Florence Felicia	Morristown
O'Loughlin, Mayme	Henry
Olson, Edith	Florence
Olson, Effie	Chamberlain
Overby, May Frances	Melette
Owen, Elma	Vienna
Parker, Benjamin Franklin	Highmore
Parker, Isaac	Highmore

Patricia, Sister Mary	Aberdeen
Paul, Mina	Cresbard
Perkins, Armandy	Herrold
Perry, Mabel Gertrude	Ipswich
Peterson, Judith	Brandt
Peterson, Mabel Pauline	Bradley
Pierce, Addie Alma	Tulare
Pierson, Edith May	Aberdeen
Pierson, Joe	Aberdeen
Polk, Harry E.	Wolsey
Porter, Mary B.	Aberdeen
Porter, Ruby Beryl	Marshall, Minn.
Potts, Lavina Belle	Lebanon
Pratt, Alta Mabel	Chapelle
Pulling, Dora	Pollock
Pulling Sibyl	Bowdle
Pultz, Ella C.	Brookings
Raver, Ralph Elton	Bluffton, Ind.
Reddin, Irene	Salem
Reece, Floyd E.	Hecla
Reed, Charles Oliver	Aberdeen
Rehfield, Ernest	Aberdeen
Remde, Teddy	Aberdeen
Rider, Verna	Florence
Rindahl, Julia	Langford
Ritchie, Ila	Aberdeen
Romans, Gertrude	Aberdeen
Ronayne, Mary	Aberdeen
Ross, Rachel	Addison, Mich.
Roundy, Lela Belle	Aberdeen
Ruby, Rose	Aberdeen
Ryman, Laura Ida	Aberdeen
Samelson, Kenneth	Aberdeen
Sandberg, Norman	Aberdeen
Sauby, Blanche L.	Browns Valley, Minn.
Sauby, Hazel	Browns Valley, Minn.
Savage Effie	Sioux Falls
Schirber, Marie Veronica	Brandon, Minn.
Schleunes, Rose	Tolstoy
Schnittger, Frieda	Mansfield
Scott, Alta Jane	Custer
Searl, Ella	Pollock
Searle, Myrl	Aberdeen
Sebring, Ethel C.	Orient
Setbacken, Edith	Lake Preston
Severson, Emma Louisa	Cambridge, Wis.
Shanley, Alice	Mansfield
Sheehan, Irene Genevieve	Aberdeen
Sherman, Carnot	Mt. Vernon
Shinn, Mabel	Carthage
Shirk, Caroline	Sanborn, Iowa
Sletter, Dorothy	Aberdeen
Sloat, Ora Margaret	Lowry
Slocum, Lynn Ferd	Leola
Smith, Alberta	Florence
Smith, Mary	Wessington Springs
Smith, Olive N.	Florence

Smithers, Ethel Laura	Aberdeen
Snyder, Esther	Mina
Snyder, Ethel	Mina
Solmonson, Edith	Pollock
Sondergard, Ena Mary	Turton
Steanson, Laura	Webster
Stewart, Jean	Aberdeen
Sunderland, Odessa	Selby
Taylor, Marie Fay	Timber Lake
Trott, Helen Irene	Fairview, Mont.
Valentin, Sadie Louise	Aberdeen
Walker, Howard Emmitt	Aberdeen
Walters, Emilie	Gettysburg
Wanvig, Olive Ethel	Aberdeen
Washburn, Clara May	Aberdeen
Wells, Bessie L.	Gary
Wensberg, Royal	Aberdeen
Williams, Birdie	Warner
Williamson, Johannah	Timber Lake
Wilson, Mildred	Aberdeen
Wilson, Nellie	Watertown
Woodruff, Henrietta Alice	Aberdeen
Wright, Dorothy	Columbia

SUMMARY OF ATTENDANCE

Normal and Industrial Students	486
Training School Pupils	186
*Summer School Students	295
Total	967
Counted Twice	51
Net Total	916

GRADUATES OF THE YEAR

Advanced Courses	45
Intermediate Course	55
Elementary Course	27
Total	127

*This does not include nearly 700 teachers who attended the Joint Institute.

Officers of the Alumni Association

Adams, Maple F. (Mrs. C. F. Wilkinson)	1907..Chicago, Ill.
Allen, Bernice Fay	1912..Nevada, Iowa
Allen, Margaret Estelle (Mrs. R. T. Hart)	1907..Minneapolis, Minn.
Althen, Charlotte May	1908..Mt. Vernon
Amsden, Amy	1911..Groton
Amsden, Kate (deceased)	1911..Verdon
Amsden, Mamie (Mrs. Arthur W Hedman)	1908..LaBolt
Anderson, Alma Claudine	1910..Aberdeen
Anderson, Bertha Lena	1912..Aberdeen
Anderson, Olga	1907..Veblen
Aney, Edith Myrtle (Mrs. Wm. Osborn)	1910..Jamestown, N. D.
Anthony, Minnie Rose	1910..Dell Rapids
Armantrout, Paul	1911..Aberdeen
Armstrong, Emily J.	1905..Santa Barbara, Isle of Pines, West Indies
Armstrong, Katharine	1913..Edgeley, N. D.
Arneson, Rosa Ann	1909..Vienna
Arntz, Mary (Mrs. J. F. Conway)	1904..Perry, Iowa
Ashmore, Eunice	1911..Huron
Auby, Emma Josephine	1910..Lily
Auerbach, Abraham	1906..Ashley, N. D.
Axness, Clara Theoline	1909..Sisseton
Bacheller, Elwyn Paul	1913..Missoula, Mont.
Bacheller, Harold Irving	1913..Missoula, Mont.
Balster, Verne H.	1912..Lost Nation, Iowa
Barden, Ruth Crellin	1912..Aberdeen
Barron, Hazel Berenice	1907..Ipswich
Bartlett, Esther Marie (Mrs. W. M. Rahn)	1911..St. Paul, Minn.
Barton, Elsie	1910-1911..Aberdeen
Batesole, Glen Lyman	1911-1912..Beloit, Wis.
Beach, Florence Mildred	1913..Boulder, Colo.
Bean, Esther Margaret	1913..Bath
Beckwith, Emma Marie	1913..Hurley
Bedell, Florence Allene	1911..Redfield
Bengtsson, Lily Mathilda	1909-1912..Oldham
Bengtsson, Minnie Sophia	1911..Oldham
Bickelhaupt, Carroll Owen	1907..New York City, N. Y.
Bickelhaupt, Doris N.	1909..Aberdeen
Bickelhaupt, William Verne	1907..Des Moines, Iowa
Bieber, Louise	1903..Aberdeen
Blake, Lucy May	1910..Mellette
Bleser, Natalia Pauline	1910..Milbank
Bonaventure, Sister Mary	1909..Jefferson
Bonsness, Nelborg	1907..Aberdeen
Bostad, Caspara Sophia	1909..Redfield
Bottom, Emily	1912..Faulkton
Bottom, Frank	1907-1908..Olympia, Wash.

Bottum, Margaret Annabel	1909..Aberdeen
Boundey, Elwin J.	1905..San Jose, Cal.
Boyer, Evelyn Groves (Mrs. Willard McCauley)	1907..Rapid City
Brady, Anna Mae	1911..Madison
Brady, Charles Enoch	1910-1911..Aberdeen
Brady, Neva Bess	1911-1912..Lead
Brancel, Orville Mathew	1911..Aberdeen
Brannon, Edith Margaret	1909..Groton
Braun, Myrtle Matilda	1913..Lemmon
Bremer, Carl A.	1910-1911..Frederick
Briscoe, Laura Cecilia	1913..Gorman
Britzius, Adelia Alvina	1907..Aberdeen
Britzius, Arno R.	1910..Brookings
Brooks, Ida L.	1906..Ellendale, N. D.
Brown, Grace Martha	1910..Northville
Brown, Lucy	1911..Groton
Brown, Zilla Marie	1909..Milbank
Bryant, Willetta	1904..Groton
Bue, Mary	1910..Sisston
Burgess, Antone Raymond	1910..Petrel, N. D.
Burnham, Alice Annabel	1911..Frederick
Burns, Edward L.	1912..Hutchinson, Minn.
Burns, Peter Sylvester	1912..Madison, Minn.
Busch, Catharena Lezetta (Mrs. I. T. Parkhurst)	1909..Leola
Bush, Charles Oscar	1910..Bath
Bush, Mrs. Mattie Lillian	1910..Bath
Bushnell, Mabel Irene	1911..Coffeyville, Kan.
Byrne, Alice May	1911..Tabor
Campbell, D. C.	1904..Virginia City, Mont.
Campbell, Donald H. (deceased)	1908..Aberdeen
Cannam, Orpha	1908..Hampton, Iowa
Carroll, Rose M. (Mrs. Albert Aitken)....	1904..Glenburn, N. D.
Carroll, William John	1910..Guilford, Mont.
Cassery, Saldee Annetta	1910..Artesian
Cheatham, Lida (Mrs. Lloyd)	1907..Aberdeen
Chute, Freeman Guy	1906..Randle, Wash.
Clancy, Hazel Madeline	1910..Aberdeen
Clark, Ina Belle (Mrs. Eric A. Thorberg)...	1910..Mandan, N. D.
Clark, Loretta Maud	1910..Aberdeen
Clayton, Clara Belle (Mrs. W. B. DeWitt)...	1910..Leola
Clement, Laura Emma (Mrs. C. O. Reed)...	1907..Aberdeen
Clough, Ella Bertha (Mrs. Jeffries).....	1910..Sansarc
Cochrane, Emma DeEtta	1911..Clark
Cole, Mildred Nancy	1910..Houghton
Cole, Rose Luverne	1910..Tyndall
Coleman, Esther (Mrs. P. H. Heron)....	1913..San Diego, Cal.
Combs, Tillie Annis (Mrs. R. L. Larsen)...	1911..Chicago, Ill.
Connell, Jay Martin	1911..Aberdeen
Connell, Ora Jennie (Mrs. George Mitch- ell)	1908..Hecla
Conway, Nina Elizabeth	1910..Orlent
Copeland, June	1904..Sunnyside, Wash.
Copeland, May	1903..Sunnyside, Wash.
Coulter, Ethel Hazel	1909..Ipswich
Craig, Catherine Genevieve	1909-1910..Ethan

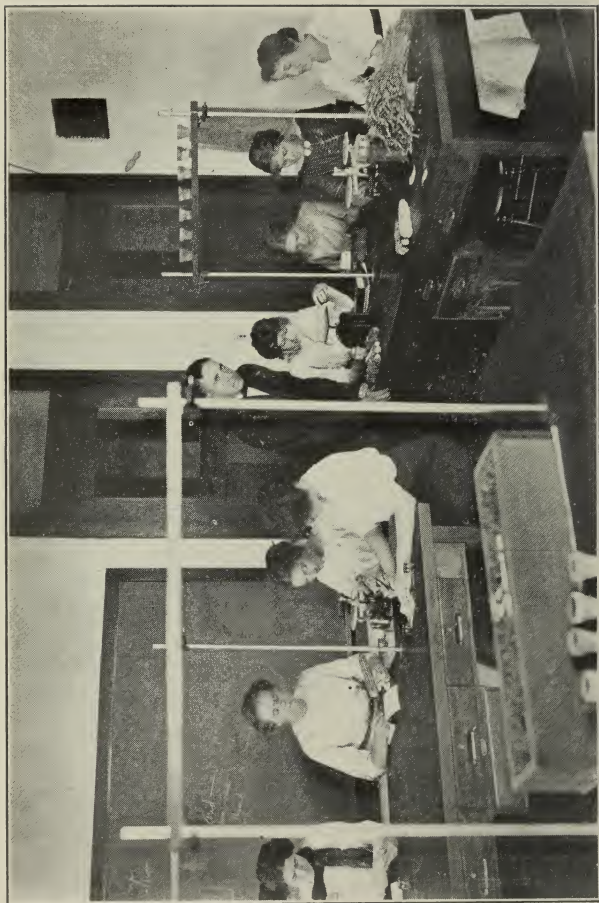
Crain, Mabel Etta	1910-1913..	Ross, N. D.
Crandall Dorothy Abbie	1811-1913..	Aberdeen
Croal, Elizabeth	1907..	Sisseton
Crofoot, Francis Faye	1909..	Webster
Cummins, Carl W.	1906..	St. Paul, Minn.
Cummins, Erwin	1908..	Chicago, Ill.
Cummins, Frances May	1909..	Wilmot
Cummins, Lulu Elizabeth	1910..	Groton
Cummins, Nora B.	1905..	Detroit, Minn.
Curry, Julia Elizabeth	1912..	Elk Point
Curtis, Augusta Bessie	1913..	Britton
Curtis, Laura Louise	1911..	Chicago
Daly, Florence Elizabeth	1908..	Erwin
Darling, Ruby I. E. (Mrs. R. A. Young) ..	1907..	Roseville, Cal.
Davies, Jeannette	1913..	Hecla
Dawson, Hazelle Irene	1910..	Appleto Minn.
DeIts, Henry Lou	1907-1908..	Seattle, Wash.
DeLange, Barbara (Mrs. Walter L. Barbour)	1911..	Marmarth, N. D.
Dellinger, Sarah Sherwood	1910..	Burlington, Wash.
Denison, Inez Mae	1906..	Salem, Ore.
Dennis, Mary	1906..	The Dalles, Ore.
Dent, Bertha	1909..	Aberdeen
DeWitt, Berniece Attolia	1911..	Veroqua, Wis.
Dokter, Bessie	1910..	Andover
Draeger, Henry Herman	1913..	Washington, D. C.
Drum, Florence	1909-1912..	American Falls, Idaho
Drum, Grace Pauline	1911-1913..	Howard
Dudley, Lula Lucinda (Mrs. James W. Atkinson)	1910..	Butler
Duerr, Jessie Hardenberg	1910..	Houghton
Dunker, Frieda Emilia	1911..	Warner
Dunlevy, Ellen Leah	1908..	Philip
Dutcher, Essie May	1906..	Sentinel Butte, N. D.
Eastman, Alice Maud	1911..	Wilmot
Eckert, Ethel Rose	1910..	Groton
Eddy, Wilma	1911..	Turton
Edmunds, Rose M.	1908..	Aberdeen
Edmunds, Wade Melvin	1913..	Wagner
Eldam, Violet	1909-1910..	Lewistown, Mont.
Ellinghausen, Anna Gesine	1911..	Aberdeen
Elliott, Hazel Fern	1911..	Beresford
Elliott, Jennie Celestia	1909..	Trent
Ellison, Ernest	1904..	Java
Ennis, Hazel Maud	1911..	Stratford
Fabian, Bertha Louise (Mrs. W. R. Jung) ..	1906..	Wadena, Minn.
Ferguson, William Henry	1906-1908..	Norden
Fleming, Florence (Mrs. F. B. Purdy) ..	1906..	Milbank
Flint, Cleo Jeanette (Mrs. A. R. Tyler) ..	1906..	Pierpont
Ford, Hazel Mae	1910..	Conde
Ford, Mary Elizabeth	1911..	Webster
Foss, Ida (Mrs. N. H. Davis)	1910..	Northville
Fountain, Edith Adele	1909..	Pierpont
Fuller, Emma	1912..	Lebanon, Ore.
Fuller, Martha Sarah (Mrs. E. Hammar)	1908-1911..	Kirkland Ill.

Fulleton, Clyde	1911..Aberdeen
Furrow, Florence Ethel	1909..Keithsburg, Ill.
Gage, Leslie	1904..Duluth, Minn.
Gage, Matilda Jewell	1908..Aberdeen
Gallett, Delbert Lyon	1910..Aberdeen
Gerberish, Catherine	1911..Langford
Giddings, Leander J.	1903..Summit, Ore.
Giddings, Luther	1904..Summit, Ore.
Giesen, Edna Minerva	1911..Aberdeen
Gillin, Carl Dominick	1911..Forsyth, Mont.
Goffe, Edna Frances (Mrs. Erwin Cum- mins)	1906..Chicago, Ill.
Gorman, Hazel Estelle	1909..Wilnot
Granger, John Elihu	1907..Aberdeen
Green, Alberta	1903..Pierre
Gregson, Lettie L.	1906..Fair Grounds, Ore.
Griffis, Grace Cajitola	1911..Pierpont
Griffith, Gladys Florence (Mrs. W. C. Hagerty)	1910..Aberdeen
Griggs, Charlotte Rosetta	1912..Groton
Gullander, Magnhild Alvira	1911..Madison, Wis.
Gullickson, Viola Henrietta (Mrs. Al- bert Anderson)	1913..China
Haddow, Helen Grace	1913..Webster
Halbert, Verda (Mrs. L. A. Crane)	1905..Mansfield
Hammock, Mrs. Catherine C.	1904..Oklahoma City, Okla.
Hanicker, Leland Stanford	1911..Aberdeen
Hanson, Olga Sophie	1909-1910..Bird Island, Minn.
Hanson, Mabel Pauline	1911..Redfield
Harris, Mabel Agnes	1910-1913..Selby
Harris, Minna (Mrs. Orlick O. Duncan) ..	1904..Virginia City, Mont.
Harris, Winifred Susie (Mrs. George McLaughlin)	1907..Aberdeen
Harrison, Laura E.	1909-1911..Aberdeen
Hay, Grace Sophie	1911-1912..Aberdeen
Hay, Kathryn Melissa	1910-1913..Aberdeen
Hay, Marion (Mrs. L. G. Lee)	1908..Lily
Hayes, Marion Cleveland	1910-1911..Minneapolis, Minn.
Hazen, Grayce (Mrs. Henry I. Lettman) ..	1906..Post Falls, Idaho
Hedman, Nina	1911..Beresford
Heffernan, Alice Margaret	1909-1912..Big Stone City
Hendrickson, Cora Helmyne	1911..Appleton, Minn.
Hendrickson, Eva Claretta	1911..Appleton, Minn.
Herman, Lester Richard	1909..Conde
Hersey, Prudence Hubbard	1910..Conde
Hezel, Ottilie	1911..Aberdeen
Hill, Florence Maude	1910..Sisseton
Hilton, Ada Frances (Mrs. Tom Davies) ..	1910..Dillon, Mont.
Hoffman, Geneva Belle	1907..New Preston, Conn.
Holland, Elizabeth Ann	1910..Aberdeen
Honey, Anna Mae	1911..Putney
Hopkins, George F., Jr.	1909..Gresham, Ore.
Hopkins, Jane Winfred	1909..Garden City
Hopkins, Rhoda Mae	1907..Gresham, Ore.
Houchin, Margaret (Mrs. F. B. Carter) ..	1905..Oldham
Hougen, Isabelle	1907..Wilnot
Hougen, Louise Henrietta	1909..Waubay

Hughes, Elizabeth	1911-1912..	Java
Humphries, Pattie Eunice	1912..	Flandreau
Hundstad, Annie Karine	1910..	Bath
Hundstad, Carl Edwin	1913..	Bath
Hunter, Mrs. Nellie J.	1908..	Aberdeen
Huntington, Lucy Blanche	1908..	Aberdeen
Huntington, Margaret Alice	1911..	Java
Husband, Ivy Cecilia	1911-1913..	Big Stone City
Hutsinpillar, Mary	1910-1912..	Aberdeen
Jackson, John Henry	1910..	Aberdeen
Jacox, Maude A.	1910..	Britton
Jacquith, Fannie Belle	1908..	Wessington Springs
Jensen, Josephine Marie	1911..	Summit
Jewell, Vera (Mrs. E. J. Quiggle)	1908..	Groton
Jilek, Anna Mouri	1913..	Pollock
Johnson, Carl Henry	1911..	Frankfort
Johnson, Carrie (Mrs. G. W. Townsend) ..	1905..	Northville
Johnson, Edith E. (deceased)	1906..	Groton
Johnson, Florence Rosela	1910..	Orange
Johnson, Laura Clare	1911..	Crandall
Johnson, Willis Leslie	1911-1912..	Vermillion
Johnston, Esther Amelia	1911..	Henry
Johnston, Maude Emily	1909..	Twin Brooks
Jones, Esther Elizabeth	1913..	Aberdeen
Jones, Ethel	1909..	Mitchell
Jones, Tracy L.	1907..	Ashton
Jordan, Florence	1911..	Beresford
Jordan, Veronica	1908..	Avon
Jorgensen, Ellen Christine	1910..	Yankton
Jorgenson, Ole (deceased)	1904..	Aberdeen
Keegan, Lillian (Mrs. J. J. Miller)	1908..	Salem
Kellen, Angeline Mary	1910..	Faulton
Kelley, Luverne (Mrs. Raymond Slack) ..	1908..	Moore, Mont.
Kelley, Pearl Mary (Mrs. Johnson)	1910..	Brentford
Kepke, John Herman	1911..	Groton
Kidder, Florence Myra	1910..	Eureka
Kimball, Charles Harold	1911-1912..	Hettinger, N. D.
Kindschy, Ena Pauline	1909..	Hingham, Mont.
Kiplinger, Sara Mildred	1913..	Leola
Kittleson, Cora Jeannette	1906-1912..	Aberdeen
Knapp, Gladys Pauline	1909..	Alpha, N. D.
Knapp, Ida Mae	1910..	Quinn
Knight, Bertha Leona	1911..	Woonsocket
Korte, John Fred	1910..	Aberdeen
Kreiter, Mildred May	1910-1912..	Aberdeen
Kretschmann, Sabina	1911..	Hankinson, N. D.
Kribs, Edith	1909-1909..	Aberdeen
Kribs, Olive	1909-1911..	Aberdeen
Krieger, Florence Isabel	1913..	Peever
Krogh, Gudrun	1908..	Aberdeen
Ladd, Frances (Mrs. Richard Jamleson) ..	1904..	Wetonka
Lamont, Maurice Brereton	1907..	Aberdeen
Lane, Lillian Elizabeth	1913..	Elk Point
Lane, Madge Johnson	1913..	Eureka
Larson, Anna Lisabell	1912..	Hendricks, Minn.
Larson, Valdemar Martin	1910..	Aberdeen
Larson, William Ludwig	1907..	Aberdeen



A GROUP OF AGRICULTURAL GIRLS



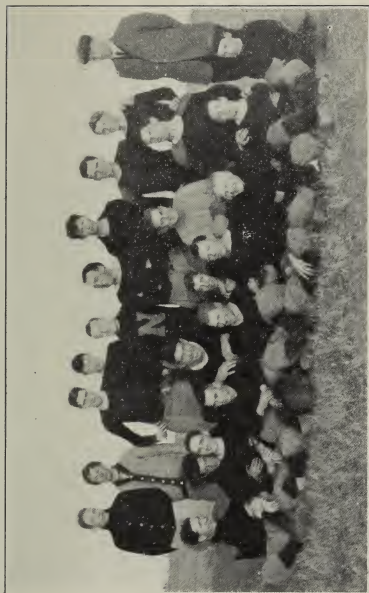
IN THE AGRICULTURAL LABORATORY

Lathrop, Meda (Mrs. Stanley B. Neill)...	1909..	Randolph
Lathrop, Myrtle Bell	1913..	Stratford
Latta, Kathryn	1905..	Washington, Iowa
Lauesen, Helen Margaret	1909..	Aberdeen
Lawrence, Frances Edna	1909..	Roslyn
Lee, Edna Josephine	1911..	Canton
Lemmon, Elizabeth Rose	1911..	Pierpont
Lemmon, Irene	1910..	Pierpont
Lenz, Cecella Anna	1913..	St. Paul, Minn.
Letson, Mabel A. (Mrs. F. G. Chute)....	1906..	Randle, Wash.
Lindboe, Alfred	1909..	Aberdeen
Lindekugel, Lemana Emmaline	1907-1913..	Aberdeen
Little, Alice	1910..	Isabel
Little, Mabel	1913..	Bath
Locken, Ida Sophia (Mrs. O. J. Svarstad)	1906..	Bath
Lovejoy, Lorna Jeannette	1909..	Seattle, Wash.
Lovejoy, Mary Agnes (Mrs. Wm. Day Shannon)	1907-1908..	Auberry, Cal.
Lovette, Martha May (Mrs. J. Warren Hoyle)	1909..	Beebe
Lueck, Mamie J. (Mrs. H. J. Stanley)....	1907..	Coatesville, Pa.
Lundquist, C. Gilbert	1905..	Java
Lyle, Anna M.	1911..	Akron, Iowa
McCalmont, Anna Lucilla	1911..	Big Stone City
McCann, Edith	1904..	Chicago
McCormick, Mayme	1905..	Marion, Ind.
McCoy, Alice	1908-1909..	Minneapolis, Minn.
McCoy, Lelah Kate	1906..	Pierre
McCoy, Rhoda	1906..	Marble, Minn.
McEachran, Florence	1908..	Ipswich
McGuire, Eldora Fleuronge	1912..	Bryant
McHugh, Frank	1909..	Aberdeen
McKay, Mabel Helen	1911..	Big Stone City
McKenna, Charles Hugo	1909..	Twin Brooks
McKenna, Emmett	1904..	Edgeley, N. D.
McKenna, Frank	1905..	Sisseton
McKenna, James Edward	1907..	Sisseton
McKenzie, Elbert	1910-1911..	Elwood, Iowa
McKernan, Teresa Josephine	1909..	Buffalo
McKinnon, Elizabeth (Mrs. Will Green)..	1907..	Langford
McKinnon, Margaret Carruthers.....	1912..	Wessington Springs
McMurtry, Blanche	1908..	Groton
McNutt, Fannie Evelyn (Mrs. John A. Tolmie)	1908..	Aberdeen
Makens, Mary Anne	1909..	North Yakima, Wash.
Makens, Nelle Elizabeth	1910..	Notre Dame, Ind.
Mangan, Mae Cecelia	1911..	Herrick
Mangan, Margaret Bridget	1910..	Sioux Falls
Marshall, Jessie Belle	1907..	Charter Oak, Iowa
Martyn, Elizabeth	1909..	Twin Falls, Idaho
Marvin, Inez Laura (Mrs. Alex. Mitchell)	1909..	Hecla
Mason, Alice Bryden	1912..	Aberdeen
Mason, Arthur Hugo	1910..	Aberdeen
Mather, Margaret Edwina (Mrs. Mau- rice B. Lamont)	1908..	Aberdeen
Maxfield, Hettie Amelia	1910..	Canby, Minn.
Maxwell, Leota	1906..	Aberdeen

Mielke, Helmuth, E.	1906..	Ryder, N. D.
Miller, Eva Joy	1911-1913..	Ipswich
Miller, Lora Martha	1911..	Spokane, Wash.
Minard, Mildred (Mrs. H. G. Ellerd).....	1913..	Chicago, Ill.
Mitchell, Elizabeth Eugenia (Mrs. T. W. Murphy)	1907..	Pierpont
Moore, Alice Bell (Mrs. John E. Regan) ..	1909..	Fresno, Cal.
Morin, Alvida Josephine	1908..	Aberdeen
Mulligan, Mary Katherine	1908..	Groton
Murdy, Seralda	1905..	Aberdeen
Musch, Clara D.	1905..	Mellette
Nash, Alta Corwith (Mrs. Homer E. Price)	1909..	Dayton, Wash.
Nash, Ester Grace (Mrs. J. J. Roberts)...	1909..	Aberdeen
Nash, Nellie Jane	1907..	South Bend, Wash.
Nelson, Mabel Claire	1911..	Bruce, R. F. D.
Nicholson, Beatrice L.	1912..	Bath
Nicola, Frances (Mrs. Frank C. Brandt) ..	1906..	Tyler, Minn.
Noonan, John Joseph	1913..	Frankfort
O'Connell, Mary Catherine	1908..	Redfield
O'Connor, Agness Rose	1908..	Aberdeen
O'Connell, Kathryn Elizabeth	1908..	Howard
O'Donnell, Dennis	1906..	Huron
O'Donnell, Jane	1913..	Aberdeen
Olander, Emil Theodore	1911-1912..	Missoula, Mont.
Olds, Dorothy (Mrs. L. J. Lukanitsch)....	1906..	Sisseton
Olson, Clara	1904..	Aberdeen
Olson, Florence E.	1911..	Veblen
Omdahl, Ella Sophia	1907..	Edton, N. D.
Opdahl, Christiana Fredrikke	1907..	Bryant
Ottman, Florence (Mrs. S. D. Rankin)....	1907..	Kendall, Mont.
Ottman, Harley H.	1908..	Lewistown, Mont.
Overby, Edna Elizabeth	1911..	Mellette
Oyhus, Augusta M. (Mrs. Harold A. Melgaard)	1905..	Aberdeen
Parrott, Norma Alene (Mrs. T. L. Huxley).	1909..	Kallispell, Mont.
Payne, Chlora Delpha (Mrs. Henry J. Strand)	1907..	Ellendale, N. D.
Peake, Mary Bess	1906..	Wyndmere, N. D.
Peck, Marguerite Emmeline (Mrs. E. W. Radeke)	1910..	Elkton
Peckham, Irene Mary	1910..	Santa Ana, Cal.
Pederson, Hannah Almina	1908..	Warner
Peitz, Mary Agnes	1910..	Hankinson, N. D.
Perry, Madaleine	1909..	Randolph, Wis.
Perry, VanBuren	1910..	Aberdeen
Persons, Lucile (Mrs. J. F. Quinn)	1909..	De Kalb, Ill.
Persun, Francis J. E.	1910..	Brookings
Peterson, Edward Clarence	1913..	Stratford
Petrie, Frances	1910..	Evanston, Ill.
Petrie, Harry Lee	1910..	Linton, N. D.
Pettingill, Blanche Edna	1913..	Frederick
Pierson, Joe	1912..	Ft. Pierre
Pinckney, Hazel Izora	1910..	Pierre
Poore, Pearl Marie	1912..	Bird Island, Minn.
Porter, Alta Margaret	1911..	Bay City, Mich.
Porter, Grace (Mrs. Fred Lake)	1905..	Doland

Porter, Mary B.	1906-1913..	Valley City, N. D.
Powers, Ethel	1911-1913..	Aberdeen
Prestegard, Oscar E.	1907..	Telluride, Colo.
Prevey, Lola Maud	1911..	Napoleon, N. D.
Price, Joseph Aden	1911-1912..	Aberdeen
Pryer, Edna May	1906..	Aberdeen
Pryer, William Cristy	1909..	Rapid City
Purdy, Fred B.	1906..	Milbank
Quinn, Vilas	1907-1908..	Chicago, Ill.
Rawson, William John	1911..	Aberdeen
Reed, Charles Oliver	1908..	Aberdeen
Reed, Ruby May	1909..	Warner
Regan, Francis Martin	1911..	Aberdeen
Rehfeld, Erna	1911..	Aberdeen
Reue, Ruth	1911..	Leola
Reynolds, Nona Katherine (Mrs. R. E. Smith)	1911..	Ames, Iowa
Rice, Mabel Lovella	1903-1911..	Aberdeen
Richards, Edna Lottie	1911..	Hudson
Richards, Nina Grace	1911..	Juneau, Wis.
Ridge, Olive Hope	1911..	Davis
Ritchie, Arvilla	1911..	Clark
Robinson, Pearl Flora	1909..	Sisseton
Robinson, Cora Maria	1911..	Sisseton
Roehm, Hazel Faye	1911..	Mound City
Rogers, Annie Melinda	1909..	Stratford
Ruden, Gilbert Ingvald	1911-1912..	Castlewood
Ryan, Julia Marie	1908..	Aberdeen
Savage, Edith Evangeline	1906..	Watertown
Sayers, Minnie Adeline	1910..	Milbank
Scanlan, Tom	1908..	Bradley
Schaffer, Elsie Catherine	1911..	Milbank
Schamber, Helena (Mrs. E. C. Wenzlaff)	1908..	Armour
Schamber, Ottilie Regina (Mrs. Oscar Houck)	1910..	Houston, Minn.
Schmidt, Idah Ebert	1909-1910..	Java
Seaman, Carrie Augusta (Mrs. H. D. Newkirk)	1909..	Warner
Seaman, Ralph Barnes	1910..	Warner
Seeley, Carrol Hamilton	1909..	Lewistown, Mont.
Selde, Huldah Sarah	1910-1911..	Summit
Shaffer, Roy Ersul	1909..	Aberdeen
Shank, Edith Marie	1907..	Los Angeles, Cal
Shanley, Adrian	1906..	Mansfield
Shannon, Sarah E.	1910..	Ashton
Sheehan, Irene Genevieve	1911-1912..	Wolsey
Sheehan, Marguerite Marie	1907..	Aberdeen
Sheldon, Harriet B.	1911..	Andover
Sherwood, Rozilla	1910..	Claremont
Shields, Jeannette	1911..	Aberdeen
Shumway, Olive Fay	1913..	Aberdeen
Sieh, Charles Andrew	1911..	James
Sieh, Frank Leo	1910..	Aberdeen
Sieh, Mabel (Mrs. Haire)	1911..	Putney
Sims, Beulah (Mrs. T. D. Potwin)	1905..	Lemmon
Sims, Clifford Marlowe	1909..	Eugene, Ore.

Sims, Inez	1904..	Eugene, Ore.
Skorupinski, Paul Charles	1907..	Chicago, Ill.
Slaata, Emma Marie	1910..	Wilmet
Sliter, Pearl A. (Mrs. H. Solke)	1905..	Aberdeen
Slocum, Lynn Ferd	1909-1913..	Leola
Smith, Calla D. (Mrs. Carl A. Newton)....	1903..	Aberdeen
Smith, Forrester Paul	1907..	Groton
Smith, Lottie Robinson	1911..	Britton
Smith, Minnadel J. (Mrs. A. C. Kro- nenberger)	1906..	Langdon, N. D.
Smith, Olive N.	1911..	Florence
Smith, St. Clair	1909..	Aberdeen
Smith, Sunie Ella	1910..	Mitchell
Smithers, Ethel Laura	1911..	Aberdeen
Spitler, Mae Lelia	1910..	Aberdeen
Stains, Effie Mabel (Mrs. John Dicker- son)	1908..	Aberdeen
Stebbins, May Belle Victoria	1910..	Lewston, Idaho
Stevens, Florence Lucy	1908-1909..	Redfield
Stevens, George Irl	1908-1909..	Redfield
Stewart, Eugenia Mae	1910-1913..	Aberdeen
Stratton, Beulah (Mrs. Fred W. Owen)....	1904..	Bridgewater, R. F. D.
Sweet, William Ray	1908..	Mansfield
Swenson, Carrie (Mrs. P. N. Hundstad)..	1907..	Aberdeen, R. F. D.
Sylvester, Beulah	1910..	Clark
Taubman, Morton McKinley	1909-1910..	Aberdeen
Taubman, Olive Teare	1907..	Aberdeen
Teichmann, Reuben Robert	1910-1911..	Bismarck, N. D.
Teichmann, Samuel J.	1911..	Bismarck, N. D.
Thiel, Lois Olive	1909..	Bowdle
Thomas, Alwilda Edgarda	1907..	Grand Junction, Colo.
Thompson, Eva May	1911..	Langford
Thompson, Gertrude Clarissa	1908-1909..	Bessemer, Ala.
Tiffany, Edna F. (Mrs. C. A. Griffin)....	1907..	Selby
Tilgner, Charlotte Sophia	1911..	Edgeley, N. D.
Tompkins, Carl Phillips	1909..	Meridian, Idaho
Tooker, Olive (Mrs. Emmett McKenna)....	1904..	Edgeley, N. D.
Tower, Lee S.	1905..	Pony, Mont.
Tower, Minnie Jane	1907..	Seattle, Wash.
Tower, Pearl Adelia	1907..	Seattle, Wash.
Tripp, Gertrude Abbie (Mrs. Chas. H. Towers)	1908..	Bradley
Udell, Gladys Elizabeth	1907..	Victor, Wash.
Udell, Mary Lucile	1909..	Pierpont
Ustrud, Ida	1911..	Florence
Valentine, Lucy Mae (Mrs. H. E. Beebe)..	1911..	Ipswich
Vander Horck, Elise	1907..	Britton
Venoss, Mabel Pauline	1909..	Thief River Falls, Minn.
Voigt, Arthur F.	1906-1909..	Canova
Von Tobel, Maud Elizabeth	1909..	Groton
Vroman, Frank P.	1907-1908..	Minneapolis, Minn.
Wallace, Margaret	1911..	Aberdeen
Walter, Eunice Irene	1911..	Conde
Wardle, Lillian Alma (Mrs. T. J. Markey)..	1907..	Armour
Warner, Grace Marie	1910..	Hamilton, Mont.
Washburn, Clara M.	1903..	Aberdeen
Wasson, Grace Eliza	1913..	Hurley



FOOTBALL SQUAD

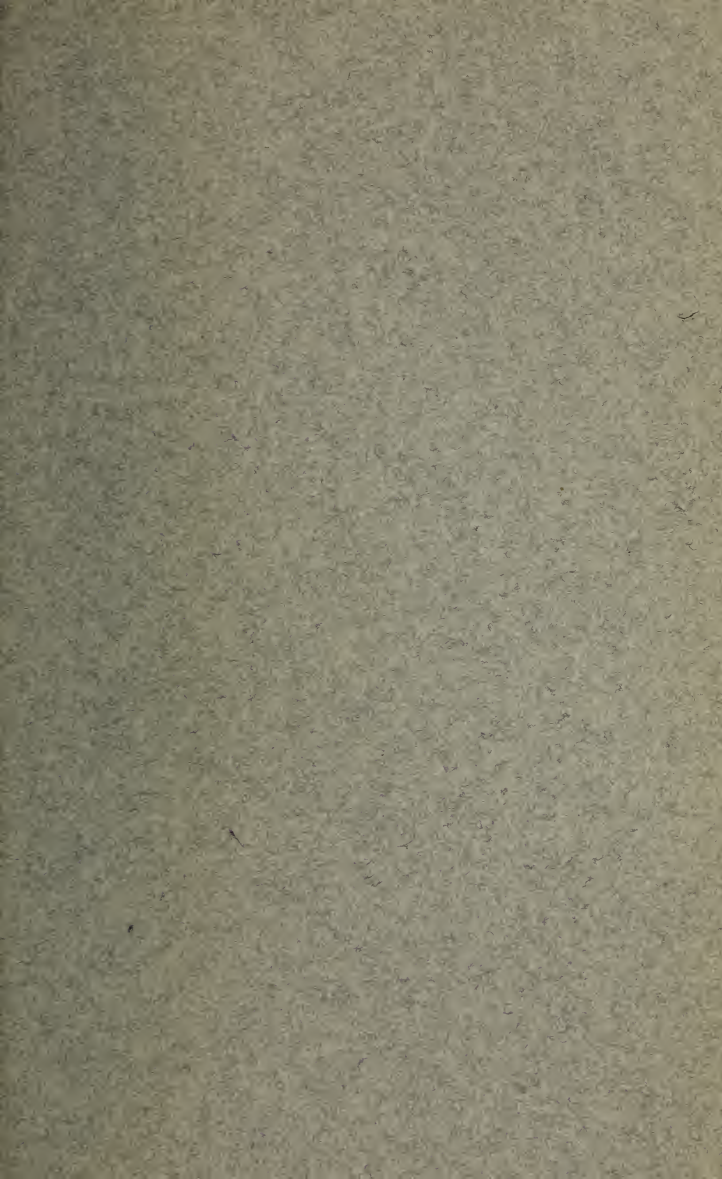


BASE BALL TEAM

Webb, Gertrude Ina (Mrs. Harry Branch).	1910..	Chicago, Ill.
Webb, Harold Lester	1909..	Hettinger, N. D.
Webb, Marion	1907..	Flaudreau
Webster, Agnes	1908..	Minneapolis, Minn.
Webster, Russel Otto	1909..	Minneapolis, Minn.
Wegener, Irene Viola	1910..	Hecla
Wegner, Bertha Emile	1909..	Big Stone City
Welch, Inez Irene (Mrs. Leslie E. Turner).	1910..	Forbes, N. D.
Welsh, Nellie Agnes	1907-1908..	Aberdeen
Williams, Adelalde Dakota	1910..	Marvin
Williams, Kate Mae	1911..	Volga
Williams, Mary Ursula (Mrs. E. R. Whitla)	1903..	Coeur d' Alene, Idaho
Williams, Winifred (Mrs. P. D. Southworth)	1907..	Roswell, New Mexico
Wilson, Frances (Mrs. H. F. Noble).....	1905..	Beverly, Wash.
Wilson, Georgia Ruth	1909-1910..	Chico, Cal.
Wilson, Helene Beatrice	1913..	Ada
Wilson, Margaret	1905..	Pierre
Wilson, Mary K.	1912..	Garretson
Wolcott, Hazel Gertrude	1912..	Bath
Woodman, Lillian Irene	1910-1912..	Strandburg
Young, Lillias	1911..	Frankfort
Young, Mabel Grace	1906-1908..	Banning, Cal.
Young, Olive Ersell (Mrs. Paul Elfrink) ..	1906..	Selby
Zietlow, Nina	1903..	Aberdeen

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